

**FINAL REPORT
EXTERNAL EVALUATION**

**NORTH-SOUTH KNOWLEDGE PARTNERSHIPS:
PROMOTING THE CANADA-LATIN AMERICA CONNECTION (PHASE II)**

*Cooperación, Conocimiento y Desarrollo /
Cooperation, Knowledge and Development (CCD-CKD) Project*



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For submission to the International Development Research Centre (IDRC), the Centro Boliviano de Estudios Multidisciplinarios (CEBEM) and its Latin American/Canadian Partners

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ABBREVIATIONS

CALACS	Canadian Association for Latin American and Caribbean Studies
CCEDNet	Canadian Community Economic Development Network
CDAS	Centre for Developing-Area Studies, McGill University (now ISID)
CEBEM	Centro de Estudios Multidisciplinarios
CERLAC	Centre for Research on Latin America and the Caribbean, York University
CIC	Centre for Intercultural Communication, University of British Columbia
CLAEH	Centro Latinoamericano de Economía Humana (Uruguay)
CSCD	Centre for Sustainable Community Development, Simon Fraser University
GACER	Global Alliance for Community Engaged Research
ICT	Information and Communication Technologies
ISHD	International Secretariat for Human Development, York University
ISID	Institute for the Study of International Development, formerly Centre for Developing-Area Studies, McGill University
LAC	Latin America and the Caribbean
NSKC	North-South Knowledge Community Project
OISE	Ontario Institute for Studies in Education, University of Toronto
SFU	Simon Fraser University
SSHRC	Social Sciences and Humanities Research Council (Canada)
UBC	University of British Columbia
UNESCO	United Nations Educational, Scientific and Cultural Organization

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Executive Summary¹

The External Evaluation of the *Cooperación, Conocimiento y Desarrollo / Cooperation, Knowledge and Development- (CCD-CKD) Project* Phase II was undertaken to provide accountability to Canadian Partnerships at the International Development Research Centre (IDRC) and to contribute inputs to CEBEM and partner's strategy for continuing this initiative. This report presents the conclusions and findings of the project external evaluation.

The *CCD-CKD Project* Phase II is managed by the Centro Boliviano de Estudios Multidisciplinarios (CEBEM), in partnership with the Centre for Intercultural Communication (CIC-University of British Columbia), the Centre for Sustainable Community Development (CSCD-Simon Fraser University), the Centre for Developing-Area Studies (CDAS-McGill University), the Canadian Community Economic Development Network (CCEDNet), the Centre for Research on Latin America and the Caribbean (CERLAC-York University), and the International Secretariat for Human Development (ISHD-York University). It was originally designed as a two-year project, subsequently extended to have a total duration of 32 months (from November 2009 to June 2011). The project total budget is about \$ 645,000 Canadian dollars.

The project goal is to promote and further develop an internet-based structure and organizational framework that supports on-going North-South and South-South knowledge partnerships based on participatory, constructivist, and democratic management of information and learning, implemented through integrated Information and Communication Technologies (ICT)-based pedagogical approaches, resources and practices.

The external evaluation conclusions and findings are based on document reviews and virtual interviews with all project partners, Board members, Canadian graduate students and professors, and Latin American students and instructors. The external evaluation did not use a field trip to Bolivia to facilitate site observations and validate results through direct consultations. Instead, it relied on an internal self-assessment report prepared by the project partners.

In addition to descriptions about the methodology and approach undertaken in the external evaluation (Section 2), this report presents the project profile and expected results (Section 3). The presentation of the external evaluation findings (Section 4) is organized around addressing the five key questions put forward in the Terms of Reference for the external evaluation. The answers to these questions are the following:

1. Overall, was the quality of the project outputs supported by the Centre grant acceptable?

For the most part, all project outputs been completed within the 32 months of project implementation. The project website serves as an integrated platform (output 1) with links to a virtual library, on-line courses and newsletters, as well as information about the project concept and links to the websites of the various project partners. The database contains a mechanism, which enables self-administration (output 2) and a series of on-line professional development courses (output 3) have been developed and delivered, with the production of 17 new courses by May 2011. The project served as a collaborative undertaking in which each of the various project partners contributed to the development of courses during the project timeframe, with a good level of institutional participation in the delivery of these courses. Of the 14 courses² under the CEBEM platform which were provided to Latin Americans, six courses were designed by Canadian graduate students (output 4)³ and the remaining by Latin American instructors. Regarding the training 450 professionals in LAC (output 5), in addition to about 80 Latin Americans who participated in the CCEDNet activities, the courses delivered to Latin Americans so far had the participation of about 331 professionals in total.

¹ This Executive Summary is only a summary and therefore cannot capture the complexities of the analysis undertaken and/or describe all of the elements, factors, and perspectives highlighted in the remaining sessions of the report. For a complete understanding of the various issues presented here, please refer to the full report.

² This does not include the six-week forum provided early in 2009 by CCEDNet/SFU.

³ Including one course designed jointly by a Canadian graduate student and a Canadian Faculty member.

As such, all project outputs have been completed with results worthwhile for all partners. The project now has a portfolio of courses in the areas of virtual education, local, regional and territorial development; intercultural relations; and, human and social development. Knowledge has been generated and CEBEM not only has an expanded portfolio of on-line courses but also the capacity to administer them. CIC also gained experience working in Latin America and is well positioned to continue to work in the region. As for the other partners, their graduate students gained much experience and now have individual courses, which can also be replicated. CERLAC and ISHD also have gains related to the *Directory* and the repository of projects, among other. Moreover, these outputs enabled the testing of the project model.

2. To what extent was the implementation of the project proposal appropriate?

The project model was based on more collaboration and knowledge exchanges between Northern “thinkers” and Southern “doers”, as a way to bridge the gap between “theory” and “practice”, between academics and practitioners. This not only is non-traditional approach to development but it is also a non-traditional approach to “knowledge creation” - different than the usual “teacher-student” approach. As such, its implementation is challenging and many years of experimentation and demonstration projects will be necessary to introduce changes in the way development is viewed and pursued. Nevertheless, within a short timeframe, the project was able to produce a few examples and useful ways to promote and produce social relations based on knowledge-sharing, where researchers from the North and practitioners from the South share their expertise and mutually enhance their knowledge. These can be put forward as a demonstration that it is possible to encourage this, support learning communities and open spaces for communities of practice.

3. To what extent are the project’s outcomes relevant, valuable and significant?

Progress has also been made at the outcome level towards the achievement of the objectives initially established. A model of collaboration supported by a Portal and organizational arrangements has been set up and provides opportunity, space, tools, and resources for the activities of communities of knowledge and practice (objective 1). As such, an integrated system exists and is functioning but adjustments are necessary to ensure it promotes learning communities and knowledge partnerships. Regarding the objective of enhanced collaboration for design, exchange, adaptation and delivery of short on line courses (objective 2), there have been small but positive results as the on-line courses were, for the most part, either produced in the North or in the South with little or no real partnerships or collaborations between people in the North and/or in the South. An interesting example of such collaboration however emerged from the project. It is the work done by CEBEM and ISHD in a global call for production of a repository of women-led initiatives. Regarding the provision of short-term work and learning opportunities to Canadian and Latin American graduate students, postgraduate fellows, professors, and practitioners (objective 3) these have been provided mostly at the level of the Canadian graduate students and Latin American practitioners undertaking these courses. Overall, while most of these courses have resulted in successful examples of co-knowledge production, the evaluation found only a few experiments (within the courses taught by the Canadian graduate students) in which the project fostered the development of a “learning” community beyond the project reach.

4. How could the overall approach and activities of the CCD-CKD model be improved for building North-South communities of learning and promote Canada-South partnerships?

As the project consisted in an experiment to test different ways of supporting learning communities, the various activities provided for a good testing ground of the model to build North-South communities of learning and partnerships. Many lessons on what worked and what did not work so well can be drawn from this exercise. Regarding areas for improvement, specifically, these include issues related to the need to clarify the language used around the project model and the importance of clearly communicating abstract concepts. It also includes issues such as the need to engage in more solid partnerships and to bring in improvements to project elements

necessary to ensure that the project's integrated system is more geared towards its goal of promoting learning communities and knowledge partnerships.

5. Is there a niche for innovating in knowledge management, particularly focusing on the updating of professionals in less developed countries, and graduates' training on development issues?

The project worked quite well, with several on-line courses demonstrating that they were effective ways to improve graduate training on development issues while at the same time updating professionals in less developed countries. These on-line courses are general and introductory in nature and effective ways to provide professionals with a quick overview of the new thinking around their area of practice. They are also short-term, affordable and tailored to the specific needs of the communities – as the students/practitioners themselves help to identify further areas where courses would be useful to them. As such, it seems that a niche exists and demand could increase as more awareness is generated worldwide on the need to socialize knowledge. Regarding the niche for graduate's training in international development, the courses worked extremely well for the Canadian graduates who, through their role as “leaders” in the virtual classrooms, stimulated discussions, tested ideas and concepts with their practitioner/students and fostered the co-generation of knowledge.

The external evaluation conclusions (Section 5) are organized around the retrospective and prospective components of the evaluation work, also as established in the Terms of Reference.

The retrospective component provides an objective assessment of the progress made towards achievements regarding the project approach, its conceptual model, mode of operation, objectives, products and overall results. The conclusions are:

1. All project outputs have been completed within the extended project timeframe. Their quality is quite acceptable: the project website serves as an integrated platform linking a virtual library, on-line courses and topical forums, newsletters, information about the project concept and links to the project partners' websites and an impressive database. As of May 2011, total of 17 new courses have been produced as a result of a collaborative undertaking by all partners. Six of those courses were designed by Canadian-Latin American graduate students.

2. On-line courses were good training grounds for graduate students: the Canadian graduate students/instructors gained experience in course development in a virtual classroom, tailored to the needs of an audience of professional students. Advice and assistance was provided by CEBEM staff. Canadian supervisors/faculty members assisted primarily in terms of methodologies and teaching experience. All of the graduates interviewed observed improvements in their overall learning curves and some had specific gains related to knowledge in their own research topic, attributed to the heterogeneity of the students, their different backgrounds, and the perspectives they brought from various parts of Latin America.

3. On-line forums worked well to test methodologies and identify future course topics: the forums (by CCEDNet/Simon Fraser University and CEBEM) were good experiences which also enabled dissemination of information, and discussions about “practitioner-oriented research” among a large number of Canadians and Latin Americans.

4. Innovations and changing attitudes require long-term commitment: The project concept is innovative, based on more collaboration and knowledge exchanges between Northern “thinkers” and Southern “doers”, as a way to bridge the gap between “theory” and “practice”, between academics and practitioners. This not only is a non-traditional approach to development but it is also a non-traditional approach to “knowledge creation” - different than the usual “teacher-student” approach, which will likely need many years of experimentation and demonstration projects.

5. A few key examples of collaborative undertakings between Northern researchers and Southern practitioners have been produced, where researchers from the North and practitioners from the South shared their expertise and mutually enhanced their knowledge. Some of the on-line courses resulted in successful examples of co-generation of knowledge, however, only a few experiments were identified, within the courses taught by the Canadian graduate students, in which the project fostered the development of a “learning” community beyond the project reach.

6. Engagement of established academics was not necessarily conducive to North-South co-generation of knowledge: Although instrumental for the implementation of the on-line courses, the engagement of an impressive group of Canadian academics with research interests in Latin America did not seem to have been conducive to results of enhanced North-South collaboration. This may have to do with the fact that they been working in the sector for many years, already belong to specific communities of knowledge and already have mechanisms to enable interaction (either other networks, annual conferences and other means).

7. Partnerships with institutions that shared the agenda for North-South co-generation of knowledge worked well: ISHD and CEBEM have a similar agenda as work undertaken jointly – such as the global call, the case-studies and the web site for the repository of women-led initiatives - resulted in an interesting example of North-South collaboration for knowledge production. This work also led to a joint proposal which received SSHRC funding for follow up activities.

8. Results at the outcome level are relevant and valuable as steps in the experimentation process: Although a model of collaboration – an integrated system with on-line courses, communication tools and information resources - is operational, adjustments are still necessary to ensure it promotes learning communities and knowledge partnerships. The database, in particular, is an area identified as requiring adjustments with that purpose. Overall, the project experience enabled the identification of such adjustments.

The retrospective component put forward following conclusions related to the future of the initiative:

9. Language improvements could enhance communications around the project concepts: The terminology and a multiplicity of concepts used in reference to the model - “community of knowledge”, “community of practice”, “North-South partnerships” – are confusing. References to North-South “co-production of knowledge”, “collective learning”, and integrating “research-practice” seem to be better able to convene the project message and as such could be adopted by the partners in the future.

10. Documenting the knowledge created could contribute to illustrate the project results: Future work could focus on documenting the knowledge created so far through these processes in the classrooms, if the goal is to demonstrate the project potential. An assessment of the CCD-CKD on-line course information already produced could determine the viability of further developing such documentation as a contribution to the continuous learning processes.

11. Engaging individuals and institutions with common agendas could enhance the likelihood of more effective partnerships: If its goal is to continue to work towards the model in partnerships, the project could build on the success reached with institutions and individuals who are experimenting with knowledge production and learning processes with good results. .

12. Database adjustments could enhance its role as support to learning communities: The experience of the repository of practical experiences by ISHD and CEBEM demonstrated that such type of database could be integrated into course design, academic research and front-line development work. The CEBEM newsletter could also be an area where adjustments are necessary if its goal is to support to learning communities and enhance North-South collaboration.

13. Face-to-face interaction continues to be important even in the ICT world: Face-to-face interactions are necessary for relationships to develop, evolve and materialize in partnerships. Individuals continue to need preliminary contact to get to know each other and engage in collaboration. Future work – even if it is related and include follow up through “virtual” means – will likely benefit from such interactions.

14. The good work of proper matching Northern research interests with Southern professional updating should continue: One aspect of the initiative which has been key to its success so far (in terms of enhancing North-South collaboration) has been its ability to bring in effective classroom leadership through a small but competent group of Canadian graduate students fluent in Spanish. Future work (and success) will likely be linked to its ability to continue to attract such individuals and to proper match their research interests with the professional needs of the Southern communities.

15. Addressing the issue of financial sustainability should be a priority: It is possible to think about the sustainability of the on-line courses, the newsletter and the databases produced. However, it is too early to think about the sustainability of the initiative. Regarding sustainability of the three components, perhaps a business plan could take a critical look at what is possible.

The external evaluation also validated the output-related findings of the internal assessment (Section 6) based on the views collected also from other individuals involved (instructors, students, etc) and on the triangulation of evidence acquired through interviews with key informants, in-depth analysis of the various on-line courses, and reviews of project original documents and reports.

In conclusion, this report synthesizes a wide range of opinions, views, insights and thoughts presented to the Evaluator during the interviews. Collecting these views and conducting the work to synthesize the information has been a complex and challenging exercise. It is expected that the elements captured here will help to stimulate further thinking, discussions and more in-depth analysis to improve project delivery and design.

1 Report Background and Context

The Evaluation of the *Cooperación, Conocimiento y Desarrollo / Cooperation, Knowledge and Development- (CCD-CKD) Project* Phase II was undertaken to provide accountability to Canadian Partnerships at the International Development Research Centre; and to contribute inputs to a future strategy for continuing this initiative. The objectives of the external evaluation were:

- To provide an objective assessment of the progress made towards achievements regarding the project approach, its conceptual model, modality of operation, objectives, products and overall results (retrospective component);
- To make specific suggestions for post-project activities, including considerations related to the development of a dynamic, flexible and efficient program for managing knowledge and for providing professional training based on virtual information and communication technologies (prospective component).

The external evaluation will be useful primarily for the CCD-CKD project partners to inform overall judgments on the accomplishments of the project and to plan for the future. This report presents the conclusions and findings of the project evaluation.

2 Methodology & Approach

The methodology adopted for the external evaluation was designed to meet the requirements and expectations set up by the ToRs and answer the following questions:

1. Overall, was the quality of the project outputs/publications supported by the Centre grant acceptable?
2. To what extent was the implementation of the project proposal appropriate?
3. To what extent are the project's outcomes relevant, valuable and significant?
4. How could the overall approach and activities of the CCD-CKD model be improved for building North-South communities of learning and promote Canada-South partnerships?
5. Is there a niche for innovating in knowledge management⁴, particularly focusing on the updating of professionals in less developed countries, and graduates' training on development issues?

Assessments related to measuring the quality of the project outputs as well as the relevance, value and significance of the project outcomes were done in relation to their contribution towards project objectives. Non-statistical analysis was used to assess results. This involved subjective assessments, based on both qualitative information, and the use of informed judgment and expert opinion. Conclusions were drawn from triangulations of data collected through interviews, project reports and project monitoring data and outputs.

The Evaluation Workplan guided the implementation of the work⁵. The evaluation framework (enclosed in the Annex) describes in detail the issues addressed, the key questions, performance indicators, sources of information and methods

⁴ The term "Knowledge Management" can be used in reference to a number of strategies and practices used in an organization to identify, create, represent, distribute, and enable adoption of insights and experiences. These insights and experiences make up knowledge, and are either embodied in individuals or embedded in organizational processes or practice. As a discipline, it involves business administration, information systems and management, library and information sciences as well as computer science and public policy.

⁵ For further information about the methodology and activities used to conduct the evaluation, please refer to the workplan.

of data collection used. Data was mainly collected through consulting documents ⁶, websites (including entering all “virtual” classrooms available on-line, databases, course descriptions, students’ profiles, etc.), the project internal self-assessment report⁷ and through key informant interviews.

A field mission to Bolivia to assess the project’s progress was not part of the terms of reference for the evaluation, therefore it was not undertaken. Instead the external evaluation relied on “virtual visits to classrooms” and information provided by the internal assessment by the project partners. Key informant virtual interviews and consultations were conducted to get qualitative information and expert opinion on the external evaluation questions/issues. In Canada, consultations were undertaken with representatives of Centre for Intercultural Communication (CIC-University of British Columbia), the Centre for Sustainable Community Development (CSCD-Simon Fraser University), the Centre for Developing-Area Studies (CDAS-McGill University⁸), the Canadian Community Economic Development Network (CCEDNet), the Centre for Research on Latin America and the Caribbean (CERLAC-York University), the International Secretariat for Human Development (ISHD-York University), and IDRC staff, as well as members of the project Board, Canadian Faculty members involved, Canadian graduate students and representative of CALACS⁹. Consultations in Latin America included the CEBEM Director and Deputy Director, Board Members and CEBEM International as well as participants and instructors of CEBEM courses, and representatives of other partner institutions

Work done prior to interviews, to identify the profile of the interviewees was useful, as many people interviewed played different roles in the project. For example, some interviewees have been students in more than one course, therefore could provide perspectives on several ; others were staff but also had been students; some had worked in populating databases and were also instructors, and so on. The fact that many interviewees experienced the initiative in more than one role afforded first-hand data on more aspects of the initiative than might be suggested by the number of people interviewed.

3 Project Profile

The *CCD-CKD Project* Phase II is managed by the Centro Boliviano de Estudios Multidisciplinarios (CEBEM), in partnership with the CIC-University of British Columbia, the CSCD-Simon Fraser University, the CDAS-McGill University, the CCEDNet, CERLAC-York University, and the ISHD-York University. It was originally designed as a two-year project, subsequently extended to have a total duration of 32 months (from November 2009 to June 2011).¹⁰

The project primary goal is to promote and further develop an internet-based structure and organizational framework that supports on-going North-South and South-South knowledge partnerships based on participatory, constructivist, and democratic management of information and learning, implemented through integrated Information and Communication Technologies (ICT)-based pedagogical approaches, resources and practices.

The project specific objectives are:

- a. To consolidate a model¹¹ of collaboration supported by a Portal and organizational arrangements that provides opportunity, space, tools, and resources for the activities of communities of knowledge and practice;

⁶ Documents reviewed include (but are not limited to) the Project Approval Document (PAD); Annual Project Report 2009 and Interim Project Report 2010; Large number of project Newsletter (regular and special issues); Information on CEBEM courses; Student papers available in virtual courses; Students/Instructors course evaluations, etc.

⁷ At the time the evaluation was undertaken, the internal assessment report was provided to the evaluator in a draft form. The Project Coordinators were in the process of preparing the Final Technical Report of the project, which was intended to subsume the internal assessment report.

⁸ The Centre is now called Institute for the Study of International Development (ISID).

⁹ In this document, except where there are references to the original project language (e.g. project objectives), the term “professor” is used to identify “Canadian” professors or Faculty members of Canadian universities; the term “instructor” is used in reference to those individuals who designed and delivered the project courses including Canadian graduate students and Latin American professors.

¹⁰ The external evaluation covered the period between November 2009 and May 2011, when data collection was completed, even though the project had not yet been finalized.

¹¹ See Annex 1 for a synthesis of the project model. Model in this project is a conceptualization of three types of activities that interrelated using ICTs in order to promote knowledge sharing.

- b. To enhance and promote modes of collaboration for the design, exchange, adaptation, and delivery of short on-line courses for professional updating and development in no less than four major thematic areas related to sustainable development;
- c. To provide short-term work and learning opportunities to Canadian and Latin American graduate students, postgraduate fellows, professors, and practitioners interested in collaborating in development-related issues across regions, thematic areas or types of organizations; and,
- d. To contribute to furthering the development of the Social Analysis System in Latin America through capacity building and application of the approach to new problems and situations¹².

The project activities include design and delivery of on-line courses and teaching platforms, databases, newsletters, training of graduate students and dissemination materials.

3.1 Project Budget

The project total budget is \$ 645,538 Canadian dollars, including an original commitment of \$ 566,705 and an approved supplement of about \$ 70,000 from the International Development Research Centre (IDRC) Canadian Partnerships and about \$ 72,000 in in-kind contributions from various Canadian and Latin American partners.

3.2 Beneficiaries

The targeted beneficiaries of the project include:

- Professors, graduate students, postgraduate fellows from Canadian and Latin American and Caribbean training and research institutions, whom would benefit from training on virtual education courses, and for its potential use for participation in the global educational market.
- Professionals, technical personnel, and project operators from various disciplines would benefit from short-term courses for professional updating.
- CoPs (Communities of Practice) and networks each of the thematic areas directly (and learning communities indirectly) would benefit from easy access to communication and information sources and tools, and support knowledge exchange and collaboration.

3.3 Expected Project Results

According to the Project Approval Document (PAD), the anticipated project outcomes included the following:

- To demonstrate that working across geographic, thematic and organizational boundaries is sufficiently beneficial in Canada and LAC to motivate collaboration in the form of ICT-based information sharing, training and collaboration in learning communities and CoPs beyond external support;
- To take the model to the level of a self-sustaining system that supports new and existing CoPs in a number of thematic areas limited only by the interest and ability of the partners to maintain them; and,
- To contribute to the expansion of the Social Analysis System. Partners will have been exposed to it through a workshop on resource mobilization and by learning about the use of SAS² through an on-line course, in

¹² This specific objective was not included in the external evaluation terms of reference, therefore analysis focused on the three first objectives.

newsletters and other information sources. One of two Latin American institutions will have increased their capacity to serve as SAS² resource centers; and a discussion group will have examined and become more familiar with SAS² and other participatory approaches as methods to support research and decision making.

Expected project outputs in the PAD include: an integrated internet-based information and communication service; a mechanism allowing project partners to upload information to databases and newsletter, forming the basis of an increasingly self-administered system; a series of 20-25 new on-line non-credit professional development courses produced by Canadian and Latin American partners; training of up to twelve Canadian graduate students in virtual education; and delivery of short-term training courses to approximately 450 professionals in LAC.

4 External Evaluation Findings

These findings are based on document reviews, including the internal self-assessment, and virtual interviews with all project partners¹³, Board members, Canadian graduate students and professors, and Latin American students and instructors. Findings are organized to address the five key questions put forward in the ToRs for the external evaluation and include the following:

4.1 Overall, was the quality of the project outputs supported by the Centre grant acceptable?

As described in the internal assessment, the project strove to achieve the following outputs:

- (1) An integrated internet-based information and communication service for Canadian and Latin American audiences including a virtual library; a consolidated newsletter; and a set of inter-related directories with information on selected institutions, experts, training programs, virtual libraries, development projects and newsletters pertaining to the major thematic areas in both Canada and Latin America;
- (2) A mechanism allowing project partners to upload information to the databases and newsletter, forming the basis of an increasingly self-administered system; related training will be offered by CEBEM;
- (3) A series of 20-25 new on-line non-credit professional development courses produced by Canadian and Latin American project partners experimenting with different modes of collaboration;
- (4) Training of up to twelve Canadian graduate students in virtual education and their subsequent participation in the courses as tutors and co-producers with university professors, the organization of thematic areas, and the creation of data bases;
- (5) Delivery of short-term training courses to approximately 450 professionals in LAC.

For the most part, all of these outputs been completed within the 32 months of project implementation. The project website serves as an integrated platform (output 1) with links to a virtual library, on-line courses and newsletters, as well as information about the project concept and links to the websites of the various project partners. The website integrates various links to many Canadian and Latin American universities offering graduate studies programs, to various Canadian and Latin American projects, networks and funding agencies. It also has links to a database of research centers, experts, courses – known as *Directory* - and to newsletters, which can all be also accessed through this platform either under the tab *Resources* or *Virtual Library*. The project documentation highlights that between 2009 and 2010, there has been an increase in the number of visits in the project webpage from 58,632 visits in 2009 to about 72,820 visits in 2010 in total.

¹³ These include: the Centro de Estudios Multidisciplinarios (CEBEM), the Centre for Intercultural Communication (CIC-University of British Columbia), the Centre for Sustainable Community Development (CSCD-Simon Fraser University), the Centre for Developing-Area Studies¹³ (CDAS-McGill University), the Canadian Community Economic Development Network (CCEDNet), the Centre for Research on Latin America and the Caribbean (CERLAC-York University), and the International Secretariat for Human Development (ISHD-York University)

The database is impressive, with access to the catalogue and to about 23,000 electronic articles in the CEBEM library, organized around five topic areas (economy, social issues, political science, environment and intercultural relations) as well as information about other 100 libraries (including 24 Bolivian and the other mostly Latin American libraries). While it is possible to access other libraries through the database, their catalogues and electronic articles are not necessarily available. A quick website visit indicates that some libraries (especially those abroad) restrict access to their articles and require login and password, which prevent wide access by the Latin Americans. Nevertheless, while it may not be possible to obtain the article, it is certainly possible to obtain the bibliographic references. The database also contains information about 500 CEBEM courses and about 457 “other courses”. Not all courses are categorized in the database, but among those 107 CEBEM courses that are categorized, 79 are categorized as virtual courses, 16 as non-virtual courses, and 12 as semi-virtual courses. Among “courses from others”, about 26 are categorized as virtual courses. In addition, the database also contains information and links to about 2800 professionals, most of them Bolivians, and to about 1300 research centers worldwide (about 800 in Canada). Much work took place for the development of the “directory” and it was done in partnership: while CEBEM populated the Latin American portion of the database, CERLAC hired graduate students who gathered about 90% of information on the Canadian universities, research centers and professionals¹⁴.

The *Directory* is strategically important to CERLAC in particular, as it provided for an expansion of CERLAC’s network of traditional Latin Americanists (in the fields of social sciences for the most part) to also involve researchers of non-traditional disciplines such as natural sciences, engineering, environmental sciences, food security and so on. This is considered a useful tool for the further development of partnerships and collaborations in international development projects, as funding agencies move towards these areas of concentration. The same is true for CSCD at Simon Fraser University, which also is engaged in other development projects in the region.

The database contains a mechanism, which enables self-administration (output 2). Certain parts of the database, such as those where CEBEM puts forward information, are centrally administered by CEBEM while in other parts, this is done in a decentralized way. For example, individuals, research centers and networks can update their own information through a system of free registration and subsequent validation. This mechanism seems to be quite active with a good level of ongoing update among individuals, however, institutions or groups of individuals have not yet used it.

The project newsletter used CEBEM’s excellent penetration to many Latin American countries as a basis for its development. It has been further enhanced to a wider distribution - about 140,000 people - and this has brought up important progress in terms of attracting a wider the participation of Latin Americans to the on-line courses beyond Bolivians. The students interviewed confirmed that they first learned about the courses through the CEBEM newsletter. At the beginning of the project, about 60-70% of the students attending the virtual courses were Bolivian, with the remaining 30-40% coming from other Latin American countries. This trend is now reversed, with the majority (60-70%) of students coming from other Latin American countries and only 30-40% coming from Bolivia. It is possible that this achievement may also be coupled with improvements in the level of awareness among the Latin Americans of which resources are at their hand.

Regarding a series of on-line non-credit professional development courses, this output has also been completed with the production of 17 new courses (output 3) by May 2011, as it can be seen in the Table 1 below¹⁵. The project served as a collaborative undertaking in which each of the various project partners - CEBEM, the Centre for Intercultural Communication (CIC-University of British Columbia), the Centre for Sustainable Community Development (CSCD-Simon Fraser University), the Centre for Developing-Area Studies (CDAS-McGill University), the Canadian Community Economic Development Network (CCEDNet), the Centre for Research on Latin America and the Caribbean (CERLAC-

¹⁴ This has been a useful learning experience for these graduates, according to the external evaluation interviews.

¹⁵ There are also additional courses in the planning stage or about to be delivered, however, for the evaluation purposes, it was important to set up a benchmark against which to assess the course results. This could only be done for courses that had been *completed* and those in which students had already been provided with marks (approved or not).

York University), and the International Secretariat for Human Development (ISHD-York University) – all contributed to the development of courses during the project timeframe.

The level of institutional participation in the delivery of these courses was generally good. CSCD, CDAS, CERLAC and the ISHD provided support by making the connections between CEBEM and graduate students, whether through organizing a process for expressions of interest to identify the students or identifying suitable candidates among their own networks. Even though selection processes were time consuming and caused delays in the delivery of the courses, they were worthwhile: results were quite positive with the courses benefiting from an energetic, dedicated and knowledgeable group of Canadian graduate students who made a substantive contribution to knowledge creation and professional updating through the courses they taught. CCEDNet also had good participation in the organization and delivery of the forum while CIC's participation focused on the delivery of courses within its own platform¹⁶.

¹⁶ Institutional participation is also covered later, in the section 2.4. of this report.

TABLE 1: PARTNER'S CONTRIBUTION: COURSES/FORUM FOR LATIN AMERICAN AND CANADIANS

Contributing Institution	Targeted Audience	Deliverables	Date	Instructor	# of interested people	# of participants
CCEDNet/ SFU	LAC/CND	Inclusión Económica de la Juventud. Sesión de teleaprendizaje America Latina Canada	06-Feb-09	Forum	n.a.	38
		Investigación de desarrollo de políticas publicas para la economía solidaria	27-Mar-09	Forum	n.a.	27
		Aboriginal/Indigenous Community Economic Development	04-May-09	Forum	n.a.	15
		Aboriginal/Indigenous Community Economic Development	Jul 18-Aug 23, 2009	A.Charron/G. Hernandez	n.a.	25
		Políticas Publicas y Investigacion para la Economía Solidaria	Nov 2-Dec 6, 2009	A.Charron/G.Hernandez	n.a.	140
Subtotal						245
CEBEM	LAC	La comunicación intercultural como herramienta en el ámbito laboral (Second Edition) (18)	Feb 28-Apr 17, 2011	Ana Rosa Lopez	174	19
		1.Las ciudades y sus procesos espaciales de transformación	Feb 28-Apr 17, 2011	Marianela Díaz	148	18
		2.Planificación y Diseño Participativo de Estrategias de Comunicación (Third Edition)	Mar 28-May 15, 2011	Carlos Camacho	118	22
		3.La comunicación intercultural como herramienta en el ámbito laboral	Oct 25-Dec 05, 2010	Ana Rosa Lopez	96	21
		4.Economía Ecológica	Oct 12-Nov 11, 2009	M.Mendizabal	294	24
		Economía Ecológica(Second version) (19)	Aug 2-Sept 3, 2010	M. Mendizabal	310	26
		5.Salud Ambiental	Jun 6-Jul 25, 2010	M. Mendizabal	333	21
		Salud Ambiental (Second version) (20)	Sept 06-Oct 24, 2010	M. Mendizabal	290	14
		6.Cambios climáticos: causas e impacto de un fenómeno que avanza	Sept 20-Nov 7, 2010	Sol Bagur	323	27
		7.Liderazgo en clave de género e interculturalidad	Oct 10-Nov 29, 2009	S. Salinas/L. Heller	249	19
		Liderazgo en clave de género e interculturalidad(Second version) (21)	Jun7 –Jul 25, 2009	S. Salinas/L. Heller	394	29
		Planificación y Diseño Participativo de Estrategias de Comunicación (22)	Aug 16-Sept 3, 2010	Carlos Camacho	193	20
		Planificación y Diseño Participativo de Estrategias de Comunicación (23)	Oct 18-Dec 5, 2010	Carlos Camacho	120	18
		8. Controversia en la cuantificación de la economía social	Oct 18-Dec 5, 2010	Miguel Angel Conde	103	20
Subtotal					3145	298
McGill U. ISID	LAC	9. Social vulnerability, sexual and reproductive citizenship, health and rights. Concepts, problems and practices in Latin America	Aug 9-Sept 26, 2010	1.Itzela Sosa	326	13
		10.Energy, Development and the Environment	Aug 16 –Oct 3, 2010	2.Christian Krelling	177	16
Subtotal					503	29
Simon Fraser U./CSDC	LAC	11.Economía social y solidaria	Feb 28-Apr 17, 2011	3.Gretchen Hernández	274	22
Subtotal					274	22

TABLE 1: PARTNER'S CONTRIBUTION: COURSES/FORUM FOR LATIN AMERICAN AND CANADIANS (Cont.)

Contributing Institution	Targeted Audience	Name	Date	Instructor	# of interested people	# of participants
York U. ISDH/ CERLA C	LAC	12. Mujeres y soberanía alimentaria	Apr 11-May 29, 2011	4.Irma Molina	126	16
		.Mejores Prácticas en Proyectos de Migración, Remesas Y Desarrollo (24)	Mar 28-May 05, 2011	P. Ferreira Marcelino	35	15
		13.Mejores Prácticas en Proyectos de Migración, Remesas Y Desarrollo	May 12-Jun 20, 2010	5.A. Simmons & P. Ferreira Marcelino	149	21
		14.Pensando la actualidad latinoamericana: 'Neoliberalismo', 'giro a la izquierda', 'populismo' y otros dilemas continentals	Aug 02 –Sept 19, 2010	6.Paulo Ravecca	231	20
Subtotal					541	72
UBC- CIC	CND	15.Facilitating On-line Across Cultures	Mar 23-May 4,2009	Sally McLean	15	9
		16.Evaluating International Development Work	Mar 16-Apr 30, 2009	Zack Gross	n.a.	12
		Evaluating International Development Work (25)	Jan 11-Mar 5, 2010	Zack Gross	n.a.	21
		17.Migration & Displacement	Jul 13-Aug 28, 2009	E. Encalada & A. Paz Ramirez	n.a	20
		Migration & Displacement (26)	Apr 19-Jun 1, 2010	E. Encalada & A. Paz Ramirez	n.a.	12
Subtotal					15	74
TOTAL					4478	740

Of the 14 courses under the CEBEM platform which were provided to Latin Americans, six courses designed by Canadian graduate students (output 4)¹⁷ and the remaining by Latin American instructors. Because of the language requirements – the courses were to be provided in Spanish¹⁸ – most of the “Canadian” graduates¹⁹ teaching these courses under the CEBEM platform are Canadian-Latin American students with an already established network in the region, some experience as Teaching Assistants, but limited knowledge about on-line teaching and little experience with teaching professionals. Most of them had no prior experience in a virtual classroom. They were coached by CEBEM staff – experienced tutors and project coordinators – that provided them with advice on-the-job and played an important role in helping them tailor their courses to an audience of professional students in a virtual class environment. This was a key aspect to ensure quality and smooth implementation of these courses.

As such, generally the graduate students received little supervision from their Canadian professors while designing these courses, although they had access to training modules and assistance from CEBEM staff. With the exception of the course on *Migration and Remittances* (which was taught jointly by a graduate student and a Canadian professor emeritus) most of the graduates worked independently. They relied on advice from their supervisors or faculty members primarily in terms of methodologies and teaching experience rather than research or course content. All of the graduates interviewed observed improvements in their overall learning curves through these courses. Some also had specific gains related to knowledge in their own research topic and commented on the fact that the heterogeneity of the student group, with different academic backgrounds, interests and maturity levels provided for rich gains in terms of different perspectives and contexts throughout Latin America. Because some courses are available through the CEBEM website virtual campus, it was possible for the external evaluation to “enter” the classrooms and observe their functioning.

Following a model developed and tested by CEBEM in many years of experience with virtual education, these courses are structured to contain required (and optional) readings, along with a set of an average of four-five modules where students are required to participate. The level of participation achieved in each of these courses is similar to that of a

¹⁷ This includes one course designed jointly by a graduate student with a Canadian Faculty member.

¹⁸ In one case, there was an attempt to deliver the course in English and Spanish but many difficulties were found.

¹⁹ The term “graduate” is used in this report to refer to Canadian graduate students or post-doctoral researchers.

regular “non-virtual” classroom on average, with a progressive decline in student participation as the courses evolved. For example, in a classroom of 15 students, 15 participated with comments on a topic or paper in the first module, 10 participated in the following three modules and finally, only five participated in the last module. While some courses had more sustained participation, examples also exist of less interaction. In any case, some instructors observed that to a decrease in participation of some individuals, there was also an increase in the intensity of the participation of those individuals that remained. Limited participation of those students enrolled is also a problem that affects the entire “classroom”. Some interviewees commented on the need to have a selection process for prospective students interested in participating in these courses, which include not only prior experience and basic knowledge of the topic but also willingness to actively participate. The quality of the final papers presented in the end, in certain cases, was also variable. One Canadian graduate instructor commented on the fact that about half of the papers were of high quality, containing original observations and thinking relevant to advancing knowledge in the field.

CEBEM also organized an on-line forum entitled “*Formación en Comunicación Intercultural en el Ámbito Laboral: América Latina–Canadá–USA–UE–Asia*” through a website called *Intercultural Relations* to stimulate the organization of knowledge communities. The forum brought together three groups, each with about 180 participants of which 30 people participated actively of discussions for about four weeks under the leadership of a Latin American instructor, between June and July 2010.

In addition, as presented in the Table 1 above, three teleconferences and two on-line forums were developed by CCEDNet in partnership with Simon Fraser University. About 245 people (including about 80 Latin Americans) participated in these activities by CCEDNet free of charge. Based on interest demonstrated in the first two forums (on public policy and economic solidarity; and aboriginal/indigenous community economic development), two short on-line courses were developed. However, according to the interviewees, there was not enough funding (and little face time) to continue and moving on to more in-depth discussions, after the first courses were put in place. These forums seemed to have worked well as ways to test methodologies and identify topics of interest upon which to design the courses and to disseminate information, as they enabled interesting discussions about “practitioner-oriented research” among a large number of Canadians and Latin Americans.

Similar to the courses delivered under the CEBEM platform, the two courses under the CIC platform were also “virtual” courses, implemented over a 6-week period. However, they were delivered in English and the cost was considered too high to attract a substantive Latin American audience. Because CIC functions on a full cost-recovery basis and there were no project resources to subsidize Latin American students’ participation, full charges had to be applied. An attempt was made by CIC to adapt two courses (*Introduction to International Development* and *Education & Development*) to Latin American public, however, for those same reasons presented above, these courses did not attract such participation²⁰.

As part of the collaborative undertaking, CIC also advertised its courses on *Introduction to International Development*, *Project Planning and Proposal Writing* and *Facilitating On-line across Cultures* through the CEBEM’s newsletter and the project’s website. This last course was specifically designed to train future UBC instructors on the way UBC wanted these courses to be delivered. Four partial scholarships and two full scholarships were provided by CIC to Latin American participants. The experience provided the students with “practice” facilitating on-line courses, although it was too specific to be useful to audiences external to UBC. According to the CIC report, the LAC participants found the course useful to improve their knowledge and facilitation skills generally, despite the language challenges (the course was in English).

Regarding the project output (output 5) of training 450 professionals in LAC, in addition to about 80 Latin Americans who participated in the CCEDNet activities, the courses already delivered for Latin Americans in the CEBEM platform

²⁰ The CIC courses are not available through the CEBEM virtual campus. As such it was not possible to “observe” the class settings and make specific comments about their structure. Considering that in the end, the CIC courses did not result in participation from Latin Americans, observations about their structure are not relevant for this analysis.

had the participation of about 331 professionals in total. However, as it is demonstrated in the Table 2 below, about 100 of them dropped off the courses or did not complete their final assignment, therefore did not conclude their course or obtained a passing mark²¹. In one case, the final papers were posted on the project website with the permission of the authors, after revisions recommended by the instructors to ensure quality of the final product.

TABLE 2: Course participation and completion by Latin American students

Contributing Institution	Course name	Interested	Participants	Number of people completed course
Simon Fraser U./CSDC	Economía social y solidaria	274	22	20
CEBEM	La comunicación intercultural como herramienta en el ámbito laboral	96	21	11
	Economía Ecológica	294	24	20
	Economía Ecológica(Second version)	310	26	19
	Salud Ambiental	333	21	17
	Salud Ambiental (Second version)	290	14	9
	Cambios climáticos: causas e impacto de un fenómeno que avanza	323	27	16
	Liderazgo en clave de género e interculturalidad	249	19	11
	Liderazgo en clave de género e interculturalidad(Second version)	394	29	21
	Planificación y Diseño Participativo de Estrategias de Comunicación	193	20	33
	Planificación y Diseño Participativo de Estrategias de Comunicación	120	18	17
	Controversia en la cuantificación de la economía social	103	20	1
McGill U. ISID/ School of Urban Planning/Department of Sociology U.Laval	Social vulnerability, sexual and reproductive citizenship, health and rights. Concepts, problems and practices in Latin America	326	13	6
	Energy, Development and the Environment	177	16	13
York U. CERLAC	Mejores Prácticasen Proyectos de Migración, Remesas Y Desarrollo	149	21	14
	Pensando la actualidad latinoamericana: 'Neo-liberalismo', 'giro a la izquierda', 'populismo' y otros dilemas continentales	231	20	11
Total		3862	331	239

Most participating students are motivated by the possibilities of obtaining a Certificate, which enhances their opportunities to further advance in their careers. CEBEM provides them with two types of certificates: Certificates of Completion and Certificates of Participation, which they receive based on certain criteria. These courses drew the attention of professionals from various countries in Latin America (Argentina, Colombia, Mexico, Ecuador, etc.) but the majority is from Bolivia. Interestingly, some of them come from more remote communities (rather than capital cities), such as Otavalo (Ecuador), Trujillo (Peru), Pereira (Colombia), etc.

As such, all of the project outputs have been completed so far. This involved much work, including the selection and hiring of instructors, the preparation course content design and outlines, the selection of bibliographic references in Spanish (referred to as quite challenging in most Canadian courses) as well as advertising these courses, managing and administering them.

CEBEM has been able to ensure good quality technical support for the smooth operations of these “virtual” platforms. The good quality of the courses using CEBEM's platform is based on the organization's several years of experience and the excellent support provided by CEBEM's team of seven professionals (information technology specialists, project coordinators and support staff) who have been instrumental in ensuring that the instructors can count on methodological knowledge and a good operational environment to do their work.

²¹ Out of the total 436 participants in all courses taught by May 2011 (including those taught by Latin Americans), 302 students completed the courses.

The results have been worthwhile as the project has developed a portfolio of courses in the areas of virtual education, local, regional and territorial development; intercultural relations; and, human and social development. As such knowledge has been generated and CEBEM not only has an expanded portfolio of on-line courses but also the human resource capacity to administer them. CIC also gained experience working in Latin America and is well positioned to continue to work in the region. As for the other partners, their graduate students - and Latin American instructors as well - gained much experience and now have individual courses, which can also be replicated. CERLAC and ISHD also have gains related to the Directory, the Repository of projects among other (as mentioned in the section 4.3 below). Additional comments on knowledge creation are provided in the sections that follow. Moreover, these outputs enabled the testing of the project model.

4.2 To what extent was the implementation of the project proposal appropriate?

In terms of evolving objectives, the project model fundamentally deals with a “bottom-up” and a “linking theory-practice” approaches to international development, where Southern individuals – the implementers of reforms, the front line “development” workers - are recognized to have valuable experiences and knowledge to contribute to the research being pursued by academics in the North²². The project model was based on more collaboration and knowledge exchanges between Northern “thinkers” and Southern “doers”, as a way to bridge the gap between “theory” and “practice”, between academics and practitioners. This not only is non-traditional approach to development but it is also a non-traditional approach to “knowledge creation” - different than the usual “teacher-student” approach. As such, its implementation is challenging and it will need many years of experimentation and demonstration projects to introduce changes in the way development is viewed and pursued.

As the project evolved, it was able to gather support and understanding of this model among professionals working in the areas of research in education and information sciences. For example, only those interviewees working in these areas were capable of clearly articulating the broader project goals related to the model. Most of the project participants (including Canadian professors, graduate students and Latin American instructors) were partners with CEBEM in their “share” of the project but had not reflected upon the project model, the “bottom-up” and “theory-practice” approaches. Based on these and the fact that these individuals were closely related to the project, it is possible to conclude that much time and investments are still necessary to build an understanding among the project participants, about what the project is intended to achieve regarding knowledge production, dissemination and management and to ensure the buy-in of these professionals or academics working outside of the areas of information sciences and research in education. This is not to say that this work is not necessary, but this raises questions about future project partnership arrangements (see Section 5).

As such, the original goals were clearly ambitious. Thirty-two months is too little time to achieve some results related to this model, let alone demonstrate benefits and gather support. While no similar projects (involving models) were identified for comparisons, other projects of similar size (budget) involving Canadian universities have much longer timeframe (five or six years typically) to implement much less complex projects and concepts that do not involve such major changes in traditional approaches²³. As such, while the project reached all intended outputs and some progress has also been done at the outcome level (as described in the following section of the report), work is still necessary to enable the project to demonstrate, as originally anticipated, that the model of working across geographic, thematic and organizational boundaries is sufficiently beneficial in Canada and LAC to motivate collaboration in the form of ICT-based information sharing, training and collaboration in learning communities and communities of practice beyond external support.

²² Although contributions can also be made to research being pursued by academics in the South, the project concept involved recognizing that a contribution can be made to *Northern* research.

²³ The evaluation sought to identify through the interviews, whether key informants were aware of other models or components of the model, which could be used for comparison. In lieu of those, the external evaluation also undertook a quick web survey. Unfortunately, no other similar models of North-South knowledge sharing were identified to enable further comparisons.

Nevertheless, within this short timeframe, the project was able to produce a few examples and useful ways to promote and produce social relations based on knowledge-sharing, where researchers from the North and practitioners from the South share their expertise and mutually enhance their knowledge, which were the key concepts around the project formulation. It can be put forward as a demonstration that it is possible to encourage this and support learning communities and open spaces for communities of practice. This is described in more detail in section 4.4.

For the most part the project was quite effective in its implementation. The fact that CEBEM is an NGO with many years of investments in the development of such tools (courses, newsletters, databases) and already had an e-learning platform in place certainly contributed to that. CEBEM is also more agile in terms of decision making process which in turn contributed to ensure that the project implementation did not suffer many delays.

The project is complex, involving a number of partners, a collaborative structure and various activities as well as conceptualizing the overall model and putting it to work. The choices made early resulted in what was doable to implement within the timeframe established.

The project dealt well with challenges such as implementing collaborative undertakings among different institutions each guided by its own agenda, subject to management changes and staff-turn over let alone with own internal procedures, financial systems, and organizational structures that do not necessarily correspond or communicate easily. There was also the usual turnover of project personnel. A total of four representatives including one OISE, two CCEDNet, one CIC-UBC initially involved ended up moving on to other positions (some took sabbaticals or visiting professorships in other institutions, others maternity leave) and others may be in the process of doing so. While this is usually part of the day-to-day project management, in certain cases, once these individuals left, no appointments of other project personnel were made, especially because the project activities they were tasked to implement have been completed. As such, while there was no lack of continuity and disruptions to the day-to-day operations of the project, it is possible that this had an effect in terms of the institutional buy-in and participation in the overall “partnerships”. In any case, the project was able to maintain a certain level of consistency and institutional commitment necessary for its functioning.

The project priorities were properly defined and overall, the project implementation was appropriate. The initial focus, justifiably, was on setting up the tools to enable the model to be operational with the expectations that the model would provide the means (the on line courses) and the awareness on research interests (database and newsletter components) in the North and in the South. North-South (and South-South) collaborations would emerge based on this.

In order to give this model the best chance to succeed, the project engaged an impressive group of Canadian academics with research interests in Latin America – Latin Americanists - either as partners or as Board Members. This was key to add credibility to the initiative and ensure the good quality of the courses and collaborations. However, these long-established renowned professionals have been working in the sector for many years and have a widely well-developed knowledge-sharing network of colleagues in the region. They already belong to specific communities of knowledge in their areas of interest and already have mechanisms to enable interaction (e.g. other networks, annual conferences and other means). They are busy individuals, with a number of on-going collaborative researches, hardly able to cope with their own day-to-day activities of co-generation of knowledge with partners in the South, let alone engage in additional work. Also, many of these Canadian professors are engaged in other projects that provide funds to buy their time. This creates a situation in which competition exists for their time and it is difficult for them to free themselves up from their extremely heavy workload to ensure they could play a role in the project substance and experience of co-generation of knowledge.

Nevertheless, even though this was not conducive to results related to enhanced North-South collaboration at the level of the Canadian professors, their involvement was key to ensure quality control to the process of selecting graduate students and credibility for the project, as anticipated. The project funds provided for the delivery of the courses, forums and databases. The Canadian university professors were tasked, according to their respective agreements with IDRC, with the identification and engagement of research assistants and graduate students, and the setting up of administrative structures necessary to ensure their work was completed and that the graduates had the opportunity to

develop the courses. With the assistance of CEBEM international, these experienced faculty members fulfilled those tasks and played a key role in finding suitable candidates to participate in the project.

Throughout the various stages of project implementation, the Canadian professors and institutions were involved in implementing their “share” of the project, and a true partnership for co-generation of knowledge did not seem to have materialized in most cases. With the exception of ISHD (and CERLAC to a certain extent), the remaining project partners seem to have little ownership of the entire project. ISHD and CEBEM have a similar agenda as the Secretariat is interested in facilitating mutual learning between policy makers, practitioners and academics from different developmental contexts. ISHD work is based on a vision that universities should be engaged as social actors, not only producing and disseminating knowledge but also fostering “non-exclusionary methods of knowledge production, to acknowledge the multiple sites of knowledge production and to open up potential alternative practices”. More detailed information about this is presented in the section 4.3 below.

Overall, for the remaining institutions, there is little ownership of the initiative. CEBEM plays the role of project manager, articulating action, engaging and liaising with institutions and researchers, organizing courses and also monitoring and documenting project progress, with little input from the others.

A situation similar to that of the Canadian institutions is found in relation to collaborations with other Latin American institutions, which understandably have a limited level of involvement. As with their Canadian academic counterparts, the workload at the level of the senior individuals involved is quite heavy due to the number of accumulated functions and demands they receive. As such, while the accumulation of these functions opens up opportunities for the project (to expand the project reach, for example) it also limits their ability to fully engage in the project.

In any case, most of the project partners continue to be supportive in terms of engagement and ownership of its *component* of the project and the level of cooperation between CEBEM and each institution is good.

4.3 To what extent are the project’s outcomes relevant, valuable and significant?

As mentioned earlier, all project outputs have been completed and progress has also been made at the outcome level towards the achievement of the following objectives initially established:

1. Consolidate a model of collaboration supported by a Portal and organizational arrangements that provides opportunities, space, tools and resources for the activities of communities of knowledge and practice.
2. To enhance and promote modes of collaboration for the design, exchange, adaptation, and delivery of short on line courses for professional updating and development in no less than four major thematic areas related to sustainable development
3. To provide short-term work and learning opportunities to Canadian and Latin American graduate students, postgraduate fellows, professors and practitioners interested in collaborating in development-related issues across regions, thematic areas or types of organizations.

As described in detail earlier, a model of collaboration supported by a Portal and organizational arrangements has been set up and provides opportunity, space, tools, and resources for the activities of communities of knowledge and practice (objective 1). An integrated system exists and is functioning (with on-line courses, communication tools and information resources) but perhaps adjustments are necessary to ensure it promotes learning communities and knowledge partnerships. However, testimonies of Canadian and Latin Americans, including researchers, instructors and students taking the courses reveal that for the most part they did not use those tools either because they were not aware of their existence and/or the need for such tools seemed absent²⁴. The project coordinators also identified other possible reasons, including the fact that some tools were not ready on time or the fact that the course methodologies did not include them. In any case, such an integrated system could perhaps be fine-tuned to promote learning communities and

²⁴ Latin American students interviewed confirmed that it was through the CEBEM newsletter that they learned about the courses they enrolled.

knowledge partnerships if adjustments could be introduced to the database in light of the evaluation findings, to set up a “directory” of practices or of graduate research. This is further developed in the section 4. 5.

Regarding the achievement of objective 2 - of enhanced collaboration for design, exchange, adaptation and delivery of short on line courses – there were small but positive results. Although CEBEM international played a key role in terms of assisting the Canadian graduates shaping the thematic topic of their courses, the on-line courses were, for the most part, either produced in the North or in the South with little or no real partnerships or collaborations between people in the North and/or in the South.

An interesting example of such collaboration however emerged from the project. It is the work done by CEBEM and ISHD in a global call for production of a repository of women-led initiatives. This led to the collection of 44 proposals and the selection of 10 case-studies of real life experiences of women/communities. These case-studies were made available through a special website for development-related curricula, research and practice and to inform service and policy making. This work also informed the identification of the thematic focus of the on-line course *Mujeres y soberania alimentaria* which was taught by an ISHD post-doctoral researcher and used the repository materials. This is a good example of North-South collaboration for the design of these courses. It is also a good example of fostering collaboration between academia and practitioners. This, however, has not yet been documented and the experience has not yet been systematized for future use.

Although only one course – *Mujeres y soberania alimentaria* - was produced through such institutional collaboration within the evaluation timeframe²⁵, overall, the project put in place various modes of collaboration in four thematic areas and with the exception of the exchange and adaptation modes²⁶ which, according to the project reports, did not prove to be feasible, collaboration for the design and delivery of short on-line courses have been tested, and as described in detail in section 4.1, these results have been worthwhile, with benefits for the participating institutions.

Regarding the provision of short-term work and learning opportunities to Canadian and Latin American graduate students, postgraduate fellows, professors, and practitioners (objective 3) these have been provided mostly at the level of the Canadian graduate students and Latin American practitioners undertaking these courses. Most Latin American practitioners involved were not necessarily interested in mutual collaboration. The driver for their participation was their own professional development and opportunities of enhancing knowledge in specific topics. The on-line courses were also excellent learning grounds for the graduates, providing them with opportunities to test their newly developed courses and enhance their experiences teaching on-line courses. The external evaluation also identified one example in which the instructor was able to further replicate the course in other Southern institutions. In most cases, the project provided the Canadian graduate students with an already tested and effective “virtual” course methodology and they benefited from teaching experience they would not have otherwise. For the Canadian graduate students, knowledge has been created in the form of experience with on-line courses and on-line teaching. It is quite possible that the project has opened up “on-line teaching” as an avenue they are interested in pursuing in the future. Moreover, many Northern graduates were able to “co-create” knowledge with Southern professionals.

²⁵ The evaluation universe only included the courses in the process of being delivered or completed as of May 2011. Other courses could have been delivered after the evaluation timeframe (between June and July 2011), however it was not possible to undertake a similar analysis for those courses yet to be delivered.

²⁶ Adaptation of courses from the North to use in South did not work well as the materials used were different, the language was different. Moreover, the orientation of these courses is different in the North and in the South. While Canadians focus is on a continuum of learning, in which the course is one academic credit among various. Canadian universities – and their courses - are organized around students needs for academic credits. Meanwhile CEBEM’s focus is on “short-term” training for professionals. Themes, readings, interests so far have demonstrated that they were too different to be shared.

TABLE 3: North-South examples of co-knowledge production through the CCD-CKD initiative²⁷

Contributing Institution	Course name	Interested	Participants	Number of people completed course
Simon Fraser U./CSDC	Economía social y solidaria	274	22	20
McGill U. ISID/ School of Urban Planning/Department of Sociology U.Laval	Social vulnerability, sexual and reproductive citizenship, health and rights. Concepts, problems and practices in Latin America	326	13	6
	Energy, Development and the Environment	177	16	13
York U. CERLAC	Mejores Prácticas en Proyectos de Migración, Remesas Y Desarrollo	149	21	14
	Pensando la actualidad latinoamericana: 'Neo-liberalismo', 'giro a la izquierda', 'populismo' y otros dilemas continentales	231	20	11
Total		777	92	64

The project was also able to bring together “academics” and “practitioners”. The courses within the CEBEM platform for the most part (e.g. *Remittances and Migration* and *Economía Social y Solidaria*), are based on current research and as such they were good ways to bring new knowledge being produced in Canada directly to the desks of Latin American practitioners and make a contribution to knowledge dissemination as well. While this evaluation did not establish links between research and policy making as a direct result of this project, it is possible that some of this *Northern* research has helped to advance *Southern* thinking and practices by the Latin American professionals taking the courses.

Overall, while most of these courses have resulted in successful examples of co-knowledge production, the evaluation found only a few experiments within the courses taught by the Canadian graduate students, in which the project fostered the development of a “learning” community beyond the project reach²⁸. This was facilitated due to the fact that the course was designed around a research topic not yet fully developed.

The course instructors used the opportunity of producing course materials and bibliography to contact individuals outside of the project – researchers in various parts of the world - to gather other sources of knowledge, which they could use in the process. In exchange, they provided these contributors with feedback and shared with them the course materials and bibliography once finalized. Through this process, this group of individuals (external to the project) was made aware of the course. Individuals of these institutions ended up participating and completing the course through the CEBEM platform. This network continued to expand to other parts of the world, as subsequently, the instructor was called to adapt the same course and teach it in regular “presential” classrooms in a number of different places. Whether or not this experiment continues and the individuals remain in touch for extended periods of time, they currently feel they belong to a “community of knowledge” which they can draw upon to continue their work, even if their contact level becomes more sporadic²⁹.

Other examples of North-South communities of knowledge fostered as a result of the project, even if only in contact for a brief time, were the on-line courses/forum organized jointly by CCEDNet and Simon Fraser University and the CEBEM forum on Intercultural Communications. In these, individuals were brought together to discuss indigenous autonomy and intercultural communications and that seems to have resulted on fruitful discussions for six and four weeks respectively. As a result of the CCEDNet Forum, the participants themselves were able to organize a course, however, funding was not available to move this forward and organize a second forum or course or have some “face” time where participants could get further in-depth discussions. Nevertheless, these are examples of four to 6-week dialogues of practitioners resulting in the development of “communities of knowledge”, even if there only for a brief time.

²⁷ Courses taught and completed until May 2011 by Canadian graduates. Other courses are in the process of being taught but data on students' marks are not yet available. The 2nd versions of certain courses have been facing difficulties attracting the interest of LAC professionals. The reasons for this have not been determined.

²⁸ The courses produced by Latin American instructors are also on new topics, however these instructors, for the most part, are not necessarily engaged in research. Also, research is not necessarily perceived as necessary to produce knowledge.

²⁹ There may be new initiatives currently in experimentation by CEBEM in this area, but it is too early to document results.

In terms of unintended results of the project, it has enabled the development of relationships for Canadian partners with Latin American universities. For example, through the project meetings, CERLAC has established and renewed contacts with the University of Rosario (Argentina), which have resulted in the development of a joint conference with additional funding from IDRC. Relationships between CERLAC and CLAEH (Uruguay) have also been renewed and may lead to collaboration in the future.

Also, because of the work done in the project with the compilation of the database of Canadian-based researchers working on Latin America and the Caribbean, it was possible for the Canadian Association for Latin American and Caribbean Studies (CALACS) to compare its membership database against the project database and identify untapped constituencies that could potentially join the Association. CALACS expects that this work will likely enable the organization to attract more members and increase its revenue as well as broaden the disciplines across its membership to non-traditional areas such as natural sciences, engineering, environmental sciences, etc. This may also lead to a diversification of CALACS partnerships, to improvements regarding sustaining and enhancing its operations, through the identification of other potential partners (beyond CERLAC and IDRC). In addition, this work helped to identify new participants for the “Networking and Partnering by Design CALACS 2011 Workshop” co-organized with CERLAC (April 18, York University) with the goal to brainstorm on ways to expand and diversify CALACS’s membership base and partnerships. CALACS is considering hosting the project database and discussions with CEBEM are underway regarding its migration to CALACS’ website. There were no additional comments from key informants about potential for other institutions to expand contacts in a similar way.

Also, as a result of the work done by CEBEM and ISHD on the repository of case studies, one of the groups from Argentina whose work on water rights was selected, approached ISHD and work is currently in place for the production of a joint publication on water rights in the North and South. This will involve case studies on Canada, Argentina and Brazil and possibly some other Southern countries.

In addition, ISHD and CEBEM put together a joint proposal and were awarded a grant by the Social Sciences and Humanities Research Council (SSHRC) to explore approaches to the co-creation of knowledge involving partners in the North and South and universities and communities on the theme of social economy³⁰. The SSHRC grant – of about \$ 75,000 – will enable work to continue until August 2012 – utilizing the partnerships and resources generated under the CCD-CKD initiative to formalize a North-South Knowledge Community (NSKC) according to certain criteria in thematic areas such as gender, intercultural issues and social economy. The project also aims at systematizing a methodology for developing learning communities and NSKCs to enable replications and at disseminating these findings. This is quite important in terms of following up as it is ensuring continuity for the project experience.

4.4 How could the overall approach and activities of the CCD-CKD model be improved for building North-South communities of learning and promote Canada-South partnerships?

As mentioned earlier, the project consisted in an experiment to test different ways of supporting learning communities. The various activities provided for a good testing ground of the model to build North-South communities of learning and partnerships. Many lessons on what worked and what did not work so well can be drawn from this exercise³¹.

In terms of improvements, some are needed regarding the language around the overall model. During interviews it became clear to the evaluator that for most people interviewed the language has been difficult to understand. The

³⁰ Other partners are Universidad Autonoma del Estado de Mexico; Simon Fraser; UBC and University of Victoria.

³¹ As mentioned earlier, it was not possible for the external evaluation to put forward conclusions about how the CCD-CKD model compares with other North-South models for knowledge sharing. A few factors contributed to that. Project coordinators or key informants who were aware of the project model, were not able to identify other similar models, let alone point to advantages and disadvantages of the model and draw conclusions. Internet searches for similar models were also conducted and key informant opinions about similar experiences of on-line or “presential” courses for knowledge updates were gathered (and are put forward as appropriate) however for the most part, comparisons were not possible as the examples were fundamentally different in terms of course length, target students and other aspects.

terminology and a multiplicity of concepts used in reference to the model - “community of knowledge”, “community of practice”, “North-South partnerships” – are confusing and lack clarity when attempting to describe what it is intended for. References to North-South “co-production of knowledge”, “collective learning”, and integrating “research-practice” seem to be better able to convey the project’s message. This would be important if the goal is to bridge the divide between academic and practice, break the conventional walls of learning and innovate in order to change the traditional way of producing knowledge which prevails in Northern and Southern universities.

In addition, the model uses the concept of “communities of learning”, which is somewhat abstract. The internal assessment and the interviews confirmed this. These communities – either of practice or knowledge³² - are dynamic and fluid. They are built, evolve, mature, and expire. They maybe present at one time and not at another. They are organic, fluctuating relationships based on voluntary adhesion of variable intensity and need to be energized. These communities are in constant movement and it is difficult to identify their reach as they are based on matching the interests and agendas of institutions and individuals in a certain place and time. Their existence depends on opportunity, timing, individual qualities, personalities and behaviours and as such, they may develop and disappear as time passes and as relationships evolve. It is therefore challenging to detect them, track them and keep them on track, let alone document their impact. In order to demonstrate their potential, perhaps work should be focusing on documenting the knowledge being created in itself through these processes in the classrooms. The simple addition of a question in the evaluation questionnaire that the students complete at the end of the course about the course’s utility and improvements felt in their knowledge and in their working environment may also add good input to documenting the knowledge created.

Another example: the CCD-CKD now has a large pool of resources in each of the courses produced by the graduates. The course readings (theory) and the discussions they generated among the Latin American practitioners are registered in the CEBEM platform and could be assessed to determine whether they could be used for papers as a contribution to “continuous learning” as well as for research proposals on learning processes. This information , if posted on the project website, could also work to further advertise courses and attract more students or as examples of successful approaches of North-South co-creation of knowledge among practitioners and academics.

Also, the project involves four thematic areas and Latin America as the region of focus, but it was conceived as an experiment in the use of ICTs as a support to a constructivist approach to learning, where individuals share information and work together to build new knowledge. As mentioned earlier, while the involvement of Latin Americanists was important in the project initial stages, it would have been interesting to also have resources and partners interested in the educational/knowledge management aspect of the exercise. The project drew the attention of a few individuals who are somehow “gravitating” around the project as Board Members or potential partners with those characteristics. These are individuals and institutions engaged in, or interested in experimenting with, knowledge and learning communities across geographic, substantive and occupational boundaries - academics and practitioners in the areas of research in education, information and knowledge management, whose interests may be in analysing, documenting, studying this model as an experiment in constructive virtual knowledge creation. It is important to point out that this group had been identified as one of the project target groups from the beginning, in the project proposal.

Another area for improvement relates to the use of databases and newsletters to support learning communities. These tools alone are not enough to produce a community of knowledge. There is need for an “activity” such as on-line courses on a thematic area not yet fully developed upon which there is mutual interest to produce and share knowledge. And, even in cases where all of this is in place, there is still need for leadership at the level of the instructor to motivate individuals to come forward and share their experience so that knowledge can be produced.

As observed by the evaluator, the work done through the partnership between ISHD and CEBEM, with the creation of an inventory of practical experiences is a good example of that. The inventory could be integrated into course design,

³² The concept evolved from work with a group of individuals with good practical experience (community of practice) in an academic area yet to be developed, which informed the development of formal training and curricula development (community of knowledge).

academic research and front-line development work, and to databases or libraries which could become available for students and instructors to upload their documents, publish their own research, etc. This would perhaps ensure that the database components of the model are more used and more useful tools to support these communities.

Although the CEBEM newsletter (officially known as *Boletín REDESMA*) was not necessarily identified as a key area to enable North-South partnerships building, enhance collaboration and promote communities of learning³³, it was identified as an area where improvements are needed, by most people interviewed if the goal is to attract international audience. Key informants interviews revealed that advertising the on-line courses in the CEBEM newsletter was quite effective to attract Latin American students and participants to the forums organized by CCEDNet. However, they also confirmed that it had little effect in attracting Canadian students or participants to either training provided by CIC or to the forums. Canadian newsletters, and in particular the CERLAC newsletter as well as the CCEDNet mailing lists were found to be better means to attract Canadian participation. Also, Google seems to be a better tool for Canadian Universities to put forward information about their courses. This limitation not only has to do with the fact that the CEBEM newsletter is in Spanish but also it is often caught in SPAMs lists of the Canadian universities. But, perhaps more important, in the age of information technology, it is difficult for any type of newsletter to compete with more agile information sources available to people.

The CERLAC newsletter, for example was cited as a good example of tool providing the Canadian audience with all information in synthesized way enabling them to visualize all at a glance and at the same time providing them with choices in case they need more detailed information. The CEBEM newsletter was perceived by Canadians to be in need for a design update and adjustments to be able to compete with these other sources of information. That is perhaps why CEBEM's attempts to widen the circulation of its newsletter in Canada have not materialized. In addition, because many of the Canadian partners do not have their own newsletter, it has been difficult for CEBEM to use them as vehicles to tap on to enhance their circulation within Canada. Also, in certain cases, Canadian universities and research center draw on other mechanisms to attract international students. For example, CIC already has an effective way to advertise its courses – through networks such as *relief.web* to attract students interested in international development. As such, the key issue for the future is perhaps more related to ensuring that CEBEM newsletter maintains its situation as a good vehicle for communication with the Latin Americans rather than attempting to widen its circulation elsewhere.

Another important area for improvement relates to the need for face-to-face interaction and its role in strengthening partnerships for project implementation, which was put forward by many interviewees. In addition to the project initial meeting and the meeting in Manizales (August 2009), the project also used the opportunity of other events to promote face-to-face interaction. These were cited as successful examples of setting up the enabling conditions for the project partners to get to know each other, however additional time “together” would have been necessary for these relationships to evolve and materialize in “partnerships”. For example, a presentation on the on-line pedagogy and methodology was made at the Manizales meeting, apparently generating some interest in other Latin American higher education institutions. Discussions took place between CIC and University of Rosario and the Alma Mater Network in Colombia regarding collaboration among programs, and exploring the possibilities of co-facilitation of on-line courses. In the end, none of these materialized but perhaps more frequent face-to-face interactions would have enabled more concrete results.

4.5 Is there a niche for innovating in knowledge management, particularly focusing on the updating of professionals in less developed countries, and graduates' training on development issues?

The project worked quite well, with several on-line courses demonstrating that they were effective ways to improve graduate training on development issues while at the same time updating professionals in less developed countries. These on-line courses are general and introductory in nature and effective ways to provide professionals with a quick overview of the new thinking around their area of practice. They are also short-term, affordable and tailored to the

³³ Note that very few people interviewed could relate to the concept of the model – as described earlier.

specific needs of the communities – as the students/practitioners themselves help to identify further areas where courses would be useful to them. As such, it seems that a niche exists.

These on-line courses attracted individuals from a population made up of middle class professional workers mostly from Andean countries but the project has not yet tapped into the “market” of the richer countries in the region - Chile, Brazil, Mexico – which also have a large group of such individuals. In these countries, upper and upper middle class professionals tend to look at the United States and Canada for their graduate degrees, and competition exists as many other institutions offer short-term professional updating, but opportunities may exist for this type of professional updating, especially if Canadian universities continue to be involved with the provision of graduates and graduate research.

Also, there may be much potential in utilizing this model of co-production of knowledge in remote and less accessible or developed areas, such as the Amazon, and even other more-needed countries, away from large centers, where professional upgrading is necessary, computers are widely available but travel requires time and money which people in most cases do not have. Contributions could be made to socializing knowledge in this context, enabling isolated communities (and countries) to - with limited resources - get access to knowledge. In addition, the use of other technological tools – such as Skype, videos, and cellular phones, among others - could be further investigated.

The CCD-CKD forum - conceived as pilot sessions – were quite effective to test if there was enough interest in certain topics to develop a course, or even to narrow down or further delineate the interests. They are an inexpensive way to gather good information to inform the design of subsequent forums and could possibly be expanded in number to enable participants to gather more in-depth information each time. However, to enable continuity, some key informants mentioned that it would be important that the forums bring the same people together – rather than a different group every time, so that the engagement is continuous. Also, follow up with face-to-face interaction was also mentioned as an important (although expensive option) to build on previous forum to develop the next forum in a sequence, going deeper, identifying subsequent topics rather than creating a new one each time. In any case, the use of the communications technology could certainly continue to be put forward as an alternative.

In addition, it is possible that demand for such type of innovation could increase as more awareness is generated worldwide on the need to socialize knowledge. The project has been active to promote such awareness with participation in a number of events and in particular, through the strengthening of its relationship with Global Alliance for Community Engaged Research (GACER)³⁴. A good example of this the contribution made to the 2009 UNESCO World Conference on Higher Education with the call for an increased role of universities and higher education institutions in helping to bridge the development gap through knowledge transfer especially towards developing countries and in alleviating the negative impact of brain drain. These issues likely will continue to be the focus of UNESCO and other networks worldwide in the future. In any case, it would be important to make efforts to further assess the extent to which there is a niche for continuing to promote awareness on the need to socialize knowledge through collaboration with other institutions. This could be done through participating in the activities of both GACER and disseminating the project experience. It is key to demonstrate that the courses produced by the project were effective ways to test Northern theories, approaches and research results while at the same time fulfilling learning needs of local Southern communities.

Regarding the niche for graduate training in the international development field, as mentioned earlier, the courses worked extremely well for the Canadian graduates who, through their role as “leaders” in the virtual classrooms, stimulated discussions, tested ideas and concepts with their practitioner/students and fostered the co-generation of knowledge. There is certainly a niche for practicum opportunities for Northern graduates but the “virtual” environment and the on-line course experience still needs to be promoted as a valuable way of getting the exposure provided by the

³⁴ GACER website <http://communityresearchcanada.ca/?action=alliance>. In the past, presentations have been made at the GACER meetings highlighting that updating of professionals, as proposed by the model and pursued by the project, can be also a means to feedback into university curriculum and community needs.

“traditional” practicum. Perhaps there is room for the project to do that through the specialized offices of Canadian universities that assist with “traditional” placements. Knowledge available in CALACS, graduate programs and projects as well as international donor agencies’ research programs could also perhaps be translated into courses.

Leadership was also identified by the project and the key informants as a key factor to promoting communities of learning. CEBEM international has been promoting the model and disseminating information about its role among the Canadian graduates. However, intense and spread leadership would be necessary to move the model forward as a collaborative undertaking and continue to attract graduates. The fact that it is necessary to have Spanish-speaking graduates for work in Latin America is a challenge for the expansion of the experiment.

Matching the research interests of graduates in the North and the professional updating needs of the Southern communities is also challenging. The project was quite successful in terms of bridging Northern research interests and Southern professional updating needs, mostly through networking. Much work is still necessary to enable institutions in the South to have easy access or a point of entry to identify Canadian graduates in those specific areas of research where updating is needed. This is not to say that project databases are a solution (since networking demonstrated better results), but opportunities may exist to try to enhance the effectiveness of the databases by enabling them to provide people with unique data not easily found on the internet. For example, the profile of Canadian students for now are not yet widely available (although many of them are beginning to have their own web pages) while the profiles of Canadian faculty members and research institutes are.

Another challenge is the institutionalization of this collaborative undertaking, on the Canadian side as well as on the side of the LAC institutions. The involvement of Canadian graduate students (and LAC instructors) is usually at the level of his/her course and this does not necessarily mean that his/her Canadian (or LAC) university or partner institution is involved beyond the administrative level. Only in very exceptional cases, these individuals (instructors) are in fact “representatives” of their respective institutions and therefore can play a more active role in the broader exercise. The involvement of Canadian professors in their graduate students’ work has been peripheral (although in line with their original commitments). Only one case was identified in the CCD-CKD initiative in which a Canadian professor was involved enough in the thematic area of the on-line course to use it as a tool to further generate knowledge and foster the development of a “community”, as mentioned earlier. Because the project idea seems to be better understood among professionals in the field of education, knowledge management and information systems, perhaps the involvement of Canadian professors working in this field – ISHD, University of Victoria/GACER - could facilitate the institutionalization process.

As expected the issue of financial sustainability also has its challenges. The involvement of graduates and the “virtuality” of these courses are key aspects to ensure financial sustainability of this type of intervention. The costs of these courses are almost recovered after they are delivered twice within an eight-month period. . This is in part because the instructors are paid fees equivalent to Teacher Assistants and as such, are not expensive. However, it is difficult for the graduates to free their time up to be able to do so within such a short time frame. An increase in the fees would certainly help to attract them but this would make it necessary to deliver the courses more often, which in turn could potentially affect demand. Since increasing the course fees would also likely affect the demand, perhaps one possibility to be explored is that of obtaining resources from organizations such as United Nations Development Programme, national programs offering scholarships or even the private sector, to pay for scholarships for the students. In any case a minimum level of operations (core staff, equipment, etc), upon which to build this is still necessary, as indicated in the project internal assessment (see Annex 4).

The project could also explore the possibilities of bringing in other potential partners as providers of instructors and Northern research such as Canadian NGOs and perhaps Canadian Colleges. Many of them are already engaged in development projects in the South and collaborative undertakings could perhaps be possible as a way to overcome funding limitations.

Finally, as a general note, solid North-South partnerships require real clarity about the expectations of each party involved. The project moved well while the institutions had clarity on what was expected from them and those expectations were realistic and possible to materialize within the amount of project resources available.

5 External Evaluation Conclusions

This section summarizes the key findings on the retrospective and prospective components of the evaluation.

5.1 Retrospective component

The key findings related to what was achieved by the CCD-CKD initiative are the following:

Key finding 1: All project outputs have been completed within the project extended implementation timeframe. The quality of the outputs is quite acceptable.

The project website serves as an integrated platform with links to a virtual library, on-line courses and topical forums, newsletters, as well as information about the project concept and links to the websites of the various project partners and an impressive database. The project newsletter has a wider distribution to about 140,000 people in Latin America. As of May 2011, total of 17 new courses have been produced as a result of a collaborative undertaking by all partners, 14 of those under the CEBEM platform, designed by six Canadian-Latin American graduate students³⁵ and 11 Latin American instructors.

Key finding 2: On-line courses were good training grounds for graduate students.

The graduate students/ instructors gained much experience in course development in a virtual classroom, tailored to the needs of an audience of professional students. They received advice and assistance from CEBEM staff and from their supervisors/faculty members primarily in terms of methodologies and teaching experience rather than research or course content. All of the graduates interviewed observed improvements in their overall learning curves and some had specific gains related to knowledge in their own research topic, attributed to the heterogeneity of the students, their different backgrounds, and the perspectives they brought from various parts of Latin America.

Key finding 3: On-line forum worked well to test methodologies and identify future course topics

The forums organized by CCEDNet/Simon Fraser University and CEBEM were good experiences to test methodologies and identify topics of interest upon which to design the courses and to disseminate information, and to enable interesting discussions about “practitioner-oriented research” among a large number of Canadians and Latin Americans.

Key finding 4: Innovations and changing attitudes require long-term commitment

The project fundamentally deals with a “bottom-up” and a “linking theory-practice” approaches to international development, where Southern individuals – the implementers of reforms, the front line “development” workers - are recognized to have valuable experiences and knowledge to contribute to the research being pursued by academics in the North. The project concept is innovative, based on more collaboration and knowledge exchanges between Northern “thinkers” and Southern “doers”, as a way to bridge the gap between “theory” and “practice”, between academics and practitioners. This not only is a non-traditional approach to development but it is also a non-traditional approach to “knowledge creation” - different than the usual “teacher-student”

³⁵ One of the courses was designed jointly by a Canadian Faculty member and a graduate student.

approach. As such, its implementation is challenging and it will need many years of experimentation and demonstration projects to introduce changes in the way development is viewed and pursued.

Key finding 5: A few key examples of collaborative undertakings between Northern researchers and Southern practitioners have been produced

The project produced a few useful examples of cogeneration of knowledge and knowledge-sharing, where researchers from the North and practitioners from the South shared their expertise and mutually enhanced their knowledge, which were the key concepts around the project formulation. The on-line courses produced by the graduate students/instructors in current thematic areas worked well as opportunities for the graduates themselves to test their research findings with their students/practitioners in Latin America. They were also good ways to bring new knowledge being produced in Canada directly to the desks of Latin American practitioners and make a contribution to knowledge dissemination as well. Overall, while some of these courses have resulted in successful examples of co-generation of knowledge, the evaluation found only a few experiments within the Canadian graduate courses, in which the project fostered the development of a “learning” community beyond the project reach.

Key finding 6: Engagement of established academics was not conducive to North-South co-generation of knowledge.

Although instrumental for the implementation of the on-line courses, the engagement of an impressive group of Canadian academics with research interests in Latin America did not seem to have been conducive to results of enhanced North-South collaboration. This may have to do with the fact that they been working in the sector for many years, already belong to specific communities of knowledge and already have mechanisms to enable interaction (either other networks, annual conferences and other means).

Key finding 7: Partnerships with institutions that shared the agenda for North-South co-generation of knowledge worked well

ISHD and CEBEM have a similar agenda as work undertaken jointly resulted in an interesting example of North-South collaboration for knowledge production. Through a global call for production of a repository of women-led initiatives, 10 case-studies of real life experiences of women/communities were identified and made available through a special website for development-related curricula, research and practice and to inform service and policy making. This informed the development of one on-line course by a Canadian post-doctoral researcher. The course was also an opportunity to test research findings with students/practitioners in Latin America, and to make a contribution to knowledge dissemination.

Key finding 8: Results at the outcome level are relevant and valuable as steps in the experimentation process

Although a model of collaboration – an integrated system with on-line courses, communication tools and information resources - is operational, adjustments are necessary to ensure it promotes learning communities and knowledge partnerships. Canadian and Latin Americans, including researchers, instructors and students taking the courses for the most part, did not use those tools either because they were not aware of their existence and/or the need for such tools seemed absent. This in itself is an important result as the experience made it possible to identify necessary adjustments to enable the expected outcome.

CEBEM international played a key role in terms of assisting the Canadian graduates shaping the thematic topic of their courses however, the on-line courses were, for the most part, either produced in the North or in the South with little or no real partnerships or collaborations between people in the North and/or in the South. Only one

example of such collaborative undertaken was identified – the experience of ISHD and CEBEM – and that is also a relevant outcome, from which to draw lessons for the future of the initiative.

The provision of short-term work and/or learning opportunities to Canadian and Latin American graduate students, postgraduate fellows, instructors, and practitioners have been provided mostly at the level of the Canadian graduate students and Latin American practitioners undertaking these courses.

In terms of unintended results, the project has enabled the development of relationships for Canadian partners with Latin American universities – including the establishment of contacts between CERLAC and the University of Rosario (Argentina) and CLAEH (Uruguay). Also, the project database of Canadian-based researchers working on Latin America and the Caribbean enabled the Canadian Association for Latin American and Caribbean Studies (CALACS) to identify untapped potential members. Through the work on the repository of case studies, ISHD is currently working on a joint publication on water rights in the North and South. ISHD and CEBEM were also awarded a grant by the Social Sciences and Humanities Research Council (SSHRC) – of about \$ 75,000 until August 2012 – to explore approaches to the co-creation of knowledge involving partners in the North and South and universities and communities on the theme of social economy.

5.2 Prospective component

This section summarizes key findings related to where to go and what the targets should be as the initiative moves forward:

Key finding 9: Language improvements could enhance communications around the project concepts

The terminology and a multiplicity of concepts used in reference to the model - “community of knowledge”, “community of practice”, “North-South partnerships” – are confusing and lack clarity when attempting to describe what it is intended for. References to North-South “co-production of knowledge”, “collective learning”, and integrating “research-practice” seem to be better able to convene the project message and as such could be adopted by the partners in the future, even if the concepts have not yet been fully established in the literature.

Key finding 10: Documenting the knowledge created could contribute to illustrate the project results

Future work could be focusing on documenting the knowledge created so far through these processes in the classrooms, if the goal is to demonstrate the project potential. The CCD-CKD pool of resources produced by each on-line course could be assessed to determine if they would be proper for the development of documentation (such as a paper on current trends on Migration and Remittances, for example) as a contribution to continuous learning processes. Eventually, they could also be posted on the project website as a way to further advertise courses and attract more students or as examples of successful approaches of North-South co-creation of knowledge among practitioners and academics

Key finding 11: Engaging individuals and institutions with common agendas could enhance the likelihood of more effective partnerships

Building on the fact that the partnerships with individuals and institutions, who are experimenting with knowledge production and learning processes seems to have worked well, future work could further pursue the engagement of these individuals. Individuals and institutions engaged in, or interested in experimenting with, knowledge and learning communities across geographic, substantive and occupational boundaries - academics and practitioners in the areas of research in education, information and knowledge management, may be interested (and perhaps able to contribute resources and time in their busy agendas) to continue analysing, documenting, studying this model as an experiment in constructive virtual knowledge creation. A shared, common agenda is key for future work.

Key finding 12: Database adjustments could enhance its role as support to learning communities

The experience of the repository of practical experiences by ISHD and CEBEM demonstrated that such type of database could be integrated into course design, academic research and front-line development work. The migration of the CCD-CKD directory of research centers and specialists to CALACS provides an opportunity to make adjustments to the project platform to ensure it is useful to support graduates, LAC instructors and students, including a mechanism that enables them to uploading their documents, publish their own research, etc. The CEBEM newsletter was also perceived to be in need for a design update and adjustments to be able to compete with these other, more agile sources of information currently available to people, especially if the goal is to serve a non-Latin American audience. The project newsletter could also be an area where adjustments are necessary if the goal is to enhance its role as support to learning communities and enhance North-South collaboration.

Key finding 13: Face-to-face interaction continues to be important even in the ICT world

Face-to-face interaction is key to enable relationships to develop, evolve and materialize in partnerships. Individuals continue to need preliminary contact to get to know each other and engage in collaboration. Future work should enable this, especially to foster collaborative work at the institutional level in its early stages.

Key finding 14: The good work of proper matching Northern research interests with Southern professional updating should continue

One of the key aspects that enabled the success of the initiative so far (in terms of enhancing North-South collaboration) was its ability to bring in effective classroom leaderships through a small but competent group of Canadian graduate students fluent in Spanish. Future work (and future success) will likely be linked to the ability to continue to attract such individuals. It will also be key to continue to proper match their research interests of graduates and the professional updating needs of the Southern communities.

Key finding 15: Addressing the issue of financial sustainability should be a priority

It is possible to think about the sustainability of the on-line courses, the newsletter and the databases produced. However, it is too early to think about the sustainability of the initiative. Regarding sustainability of the three components, perhaps a business plan could take a critical look at what is possible financially, to identify and eliminate any potential inconsistencies and lack of coordinated action, and to identify ways to enhance effectiveness in the use of resources (both financial and human) and generate economies of scale. The establishment of a business plan with targets and milestones could also enable the monitoring and tracking of progress made and facilitate the approaching of various funding agencies.

A discussion about the sustainability of an innovative undertaking such as the CCD-CKD initiative however, needs to go beyond the sustainability of its components (on-line courses, newsletters, databases). So far, the initiative has produced small but important steps and has potential to be fine-tuned to illustrate an approach to international development, where Southern individuals are recognized to have valuable experiences and knowledge to contribute to the research being pursued by academics in the North (and South). It is possible through the on-line courses to foster collaboration between Northern academics and Southern practitioners. As mentioned earlier, this is a long-term process where time (and resources) will be necessary to bridge the divide between academic and practice, break the conventional walls of learning and innovate the traditional way of producing knowledge which predominantly exist in the Northern and Southern universities.

In addition to these key findings, the sections 4.4 and 4.5 describe a number of areas of improvements, which could be taken into consideration by the project partners as they move forward with the initiative.

6 A review of the Project Internal Assessment

This section summarizes the project results as put forward by the Internal Assessment (see Annex 4). The table below provides an overview of those:

TABLE 4 OBJECTIVES, OUTPUTS AND RESULTS

OBJECTIVES	EXPECTED OUTPUTS	RESULTS
<p>a) To consolidate a model of collaboration supported by a Portal and organizational arrangements that provides opportunities, space, tools and resources for the activities of communities of knowledge and practice.</p> <p>b) To enhance and promote modes of collaboration for the design, exchange, adaptation, and delivery of short on line courses for professional updating and development in no less than four major thematic areas related to sustainable development</p> <p>c) To provide short-term work and learning opportunities to Canadian and Latin American graduate students, postgraduate fellows, professors and practitioners interested in collaborating in development-related issues across regions, thematic areas or types of organizations.</p> <p>d) To contribute to furthering the development of the Social Analysis System in Latin America through capacity building and application of the approach to new problems and situations</p>	<p>(1) An integrated internet-based information and communication service for Canadian and Latin American audiences including a virtual library; a consolidated newsletter; and a set of inter-related directories with information on selected institutions, experts, training programs, virtual libraries, development projects and newsletters pertaining to the major thematic areas in both Canada and Latin America</p> <p>(2) A mechanism allowing project partners to upload information to the databases and newsletter, forming the basis of an increasingly self-administered system; related training will be offered by CEBEM</p> <p>(3) A series of 20-25 new online non-credit professional development courses produced by Canadian and Latin American project partners experimenting with different modes of collaboration</p> <p>(4) Training of up to twelve Canadian graduate students in virtual education and their subsequent participation in the courses as tutors and co-producers with university professors, the organization of thematic areas, and the creation of data bases</p> <p>(5) Delivery of short-term training courses to approximately 450 professionals in LAC.</p>	<p>1. Training: On-line learning</p> <ul style="list-style-type: none"> - Updating of professionals - Training of graduate students <p>2. Information: Development of web resources</p> <p>3. Communication: Expansion of audiences in LAC</p> <p>4. Support to learning communities</p> <p>5. Opening of Canadian universities to LAC</p> <p>6. Cost recovery</p>

6.1 Training: On-line learning

According to the internal assessment and aligned with the findings of the external evaluation, courses were delivered under four themes: Virtual Education; Local, Regional and Territorial Development; Intercultural Relations; and, Human and Social Development. Virtual Education and Human Social Development were themes identified jointly with CIC and ISHD respectively. The remaining themes have been the focus of CEBEM's activities for the last 10 years. The definition of each specific course was tailored to the interests of LAC instructors and graduated students. The selection of instructors responded to diverse criteria. In all cases the courses were to be designed considering opportunities and needs for professional updating. Moodle platform used for course delivery proved to be satisfactory.

According to the internal assessment, a total of 15 courses were produced in total, including seven by Canadian and eight by LAC instructors. Some courses were delivered more than once. Courses draw the attention of audiences of professionals and practitioners and a wide range of disciplines. More 'technical' courses like Energy & Development attracted professionals from the private sector while others more oriented towards social issues obtained more participation of people in the NGOs and GROs sectors. Academics and researchers were not a dominant group. Most participants come from the Andean region, particularly from Bolivia.

These have all been confirmed by the external assessment, however, in terms of the number of courses delivered, the external evaluation identified that as of May 2011, 17 courses were delivered (as opposed to 15 courses, described in the internal assessment) and there are additional ones in the planning stage³⁶. These include 14 courses under the CEBEM platform for Latin American audience and three courses under the CIC platform, for Canadian audiences. Most courses have been delivered more than once, which resulted in a total of 26 courses delivered. The difference – are the two additional courses produced by CIC, including *Evaluating International Development Work, Migration and Displacement*, which were not included in the calculations of the internal assessment³⁷.

The internal assessment also presents the evaluation of the courses by the participants³⁸. The data on surveys undertaken among 33 students in four different courses indicate that, for the most part, the majority – more than 50% - consider these courses adequate (rather than excellent or insufficient) in terms of knowledge of the instructor and academic coordination. In most cases, the majority also consider bibliography and utility of these courses adequate, however there are cases in which these are considered "excellent" as well. These seem to be consistent with comments received by the students during the external evaluation interviews.

The external evaluation confirmed that the on-line courses are considered of good quality by the targeted audience. They do not provide for students to acquire in-depth knowledge on the course topics due to their short length (four-six weeks is only enough time to cover the topics generally, both in the technical and also in the more general courses) but they are effective in terms of pointing them on the right direction for further information. The course bibliography was cited by many interviewees as a strong aspect of their course. The thematic topics of these courses were current and that is why students were interested. Some students are enrolled in a Master's degree and need current updated information for thesis development. Others are central government public servants looking to have a better understanding of their government tendencies (neo-liberal, populist, etc), and/or of specific issues (migration and remittances, gender leadership and energy and the environment) as a way to better frame policies, programs and project formulation. As such, they are achieving their overall purpose of bringing professional upgrading to those who have access to a computer but do not have the means to pay an expensive course or time and money to travel. Students indicated that the courses taken were useful to them and fulfilled their learning objectives. Some of these participants took more than one course.

Opinions and recommendations by instructors are also put forward by the internal assessment. These are also consistent with the findings in the external evaluation which obtained comments from Canadian graduates and Latin American instructors about the teaching and on-line experience gained, the important logistical support provided by CEBEM and richness of exposure to different perspectives and interests, as well as difficulties encountered with language barriers, the variety of levels of participation of students and the uneven quality of both students and their participation, and the final papers.³⁹

³⁶ The following courses are about to be delivered: Introduccion al SAS; Guia de herramientas para el análisis territorial; Salud Ambiental; Cuantificación de la economía social; Vulnerabilidad Social; Autodeterminación y autonomía indígena; Pensando la actualidad latinoamericana. Some courses may not yet have reached the required number of participants necessary to be initiated..

³⁷ One of the CIC courses – Facilitating Online across Cultures" was included in the internal assessment calculations.

³⁸ In each of these courses, the students also completed a "self-evaluation of performance", on "course content" and "organization", "methodology", "utility" and "topics proposed for future courses".

³⁹ The internal assessment does not put forward comments made in reference to the overall project model and specific comments about learning in the thematic area of the course which are also consistent with the evaluation findings of their limited involvement in the "overall" project as opposed to their "share". This was described in earlier sections of the report.

Consistent with the findings of the external evaluation, the internal assessment also comments on the lack of institutional sponsorship by LAC institutions with most courses being initiated from CEBEM. Only a small number of courses, like SAS, counted on support from NGOs, universities and private sector companies. The external evaluation found that the Latin American instructors are for the most part Bolivian professionals or consultants with many years of experience in the topic area they are teaching. They are not necessarily Bolivian university faculty members, are not necessarily affiliated with an institution or engaged in academic research. They are usually part of the CEBEM network in Bolivia and are well-known for the quality of their work in the course topic.

The internal assessment also comments on the fact that the courses are opened but did not attract participation of English speaking persons. However, as identified by the external evaluation, this perhaps has less to do with language, but more to do with the course content, which is not necessarily targeting that audience.

Aligned with the findings of the external evaluation, the internal assessment highlights results regarding the benefits that the project had for CEBEM and CIC. For CEBEM, there were gains regarding upgrading its human resource capacity for course delivery, methodology, administration, marketing, delivery and evaluation as well as expansion in their course portfolio. CIC-UBC obtained experience for working in LAC through their courses in English. Benefits for CERLAC, CSCD, CDAS-ISID, and ISHD are not specifically identified by the internal assessment as it only refers to the fact that they sponsored production and delivery of on-line courses and contributed in-kind with professors' time, with one exception. Each one of these received funds to pay for graduate students work, data gathering, organization of forums, and course production, depending on each plan of work. In some cases Canadian partners added funds obtained from internal sources. The contribution made by Canadian partners was very significant and their support made possible course production from the Canadian side. The external evaluation, however, documented specific gains for CERLAC (regarding the *Directory*) and for ISHD (regarding the expansion of its Database of experiences and the SSHRC proposal) which are explained in more detail earlier in this report.

While the internal assessment refers to the fact that "most professors – except two – learned for the first time about the potential of on-line education and courses for professional updating", it is unclear whether this is a reference to LAC instructors or to the graduate instructors. Should this reference be about the Canadian graduate students, this is consistent with what was found in the external evaluation. The graduate students practiced for the first time on-line education, had the opportunity to discuss their thesis ideas with development practitioners, and expanded their views about potential professional audiences. Course production was a positive teaching experience for them.

Regarding the internal assessment identification of "high demand for such courses in Latin America", the external evaluation interviewees seemed to agree that this could be the case, however, the competition is also high as there are a number of institutions providing similar courses⁴⁰. While the internal assessment makes references to hundreds of professionals interested, it is also possible – as identified in the external evaluation – that such high demand is associated with expectations for scholarships that the courses can't provide. That could be an explanation as to why the number of actual participants is so reduced (only about 15-20) in comparison to the 100-300 expressions of interest⁴¹.

Consistent with external evaluation findings, the internal assessment indicates that there was a good representation – among LAC participants – in terms of disciplinary background and type of professional work. This variety enriched courses as learning and teaching experiences as diversity of participants gave rich information about diverse

⁴⁰ Most of the students interviewed noted that they were aware of similar on-line courses provided by other institutions. Some interviewees noted that *Engineers without Borders*, the *Red Cross* and *Ecologistas en Accion* provide similar courses. A quick internet survey confirmed the existence of those, although no in-depth examination was conducted by the external evaluation to verify the extent to which these are actually comparable in terms of quality and other criteria. Nevertheless, students interviewed are good examples of consumers that are looking for the best combination of price and product that suits their needs.

⁴¹ This was based on responses provided by interviewees. Other possible explanations, which were not mentioned by interviewees, could include the fact that enrollment requires a commitment in time and effort over a period of time, and that realization upon further examination, that the subject matter does not correspond to the prospective learners' interests or needs.

professional experiences. Also, no problems were identified with the Moodle platform. Results in terms of learning are good, and refinements are needed to improve participation in discussions and forums as well as to balance lectures and other complementary activities.

The internal assessment noted that one course published the final papers prepared by participants on the web and, building on this experience, the external evaluation identified this as a key area where the “platform” could be put to use as a mechanism to enhance co-generation of knowledge. The external evaluation also confirmed that in the case of SAS courses, a combination of ‘in-classroom’ and virtual formats permitted to reach audience beyond Bolivia, as identified in the internal assessment and the application of SAS analysis to diagnoses, social actors analyses, and planning processes facilitated closer contact with the community of practice.

The external evaluation also confirmed that the project reached its target - development professionals and practitioners – and that the mechanism used to reach target (i.e. the newsletter) worked well, although it continues to attract people mainly from the Andean region.

Regarding internal assessments of training of graduate students, as confirmed in the earlier sections of the external evaluation, a basic conceptual orientation was provided to Canadian graduate students on the use of on-line platform, along with guidelines for course production and complete course model materials which enabled them to prepare their courses, with support of CEBEM’s tutors. The Canadian graduate students confirmed that this was key to deliver good results. As per value-added to graduate training, as described earlier, this has been a positive experience for the graduates, with enhanced professional expertise on on-line education and enabled them to engage in discussions with professionals working on the field about concepts, theoretical approaches, and experiences.

Regarding the internal assessment comments on the fact that the experience of delivering an on-line course for other instructors “opened the area of virtual education, so far unknown to them”, and “gave them an opportunity to know new audiences, especially practitioners”, the external evaluation found that this was the case for both the LAC instructors and the Canadian graduate students involved.

Also, references by the internal assessment to the fact that “there is no other comparable method to obtain similar results [in terms of professional and academic training] from a wide audience across geographical and cultural boundaries, are perhaps too optimistic. The external evaluation interviewees confirmed that they were not aware of other examples of such types of courses taught by Northern graduate students to update professionals from the South. However, the external evaluation identified that so far, the project – experimental in nature - only has a few cases to demonstrate that graduate training and professional updating can work as a way to co-generate knowledge. These are important steps but it is too early to claim merits in terms of results related to “obtaining community engaged research” and “community reach”.

6.2 Information: Development of Web Resources

The internal assessment also documented the production of the project databases. This was confirmed by the external evaluation however, such findings are less enthusiastic about the potential use of the database as component of the project model as conceptualized. This was described in detail earlier in this report. Similarly, while the internal assessment puts forward an impressive number of visits to the project website, interviews did not provide for evidence that the website or the databases are useful tools for project participants more directly involved. Although it was not possible to verify⁴², it is possible that these are useful tools for Latin American consultants for example, who could be interested in registering their business and marketing internationally, or for others interested in general information. However, regarding their use for project participants, with the exception of CERLAC, CSCD and CALACS for whom the database is useful for project development and/or membership increase, most of the people interviewed (including instructors and students) have never used the databases and only a few have visited the project website. The external

⁴² The external evaluation did not conduct interviews with the website users. It was outside of its scope.

evaluation confirmed CALACS' interest in taking over and expanding the project database, should their proposal for IDRC funding be accepted.

6.3 Communication: Expansion of audiences

Similarly to the findings of the internal assessment, the external evaluation also identified the project newsletter as having a good audience in LAC but an area where improvements are needed if the goal is to attract Canadian institutions in spite of its wide circulation in the Andean Countries. This was based on the comments made by the Canadian interviewees. The internal assessment made comparisons with selected Latin American newsletters seem of little use to generate conclusions, especially considering that one of the goals is to increase Canadian audience, in which case a comparison with other newsletters preferred by such audience would perhaps be able to generate more useful insights. Much detail on this was provided in the section 4.4 presented earlier.

6.4 Support to learning communities

This is perhaps an area where the external evaluation provided much value-added to the work done in the internal assessment, as it would have been quite challenging for the internal assessment – without a range of interviews and in-depth analysis of the various on-line courses - to document conclusions similar to those identified by the external evaluation.

For the internal assessment, the project experiences indicate that “learning communities exist but as loose systems of knowledge exchanges among people, in some moments more intense than in others depending on discipline, topic or practice”. This is confirmed by the external evaluation. However, while through the assessment it was possible to “detect” such communities through courses and forums, the external evaluation was able to further delineate cases (on-line courses) in which research produced in the North was shared and informed by practitioners in the South.

Some empirical evidence put forward by the internal assessment was not assessed nor confirmed by the external evaluation. This includes statements such as: “there are pre-existent exchanges through on-line means and consultation with books, journals, newsletters or meetings, which could be reinforced through more systematic and persistent on-line activities”.

In any case, the external evaluation confirmed that it may be possible to promote on-line learning communities with improved leadership through forums, on-line training activities, or timely communication about emerging issues as described in the internal assessment, since this is exactly what happened with a few on-line courses. However, a key finding in the external evaluation is that the novelty of the project's model is not necessarily that it provides [leadership of learning communities] with a path to reinforce that role by resorting to a combination of on-line courses, communication and use of databases” as put forward by the internal assessment. Rather, the novelty is that it offers an innovative approach to international development, where Southern individuals – the implementers of reforms, the front line “development” workers - are recognized to have valuable experiences and knowledge to contribute to the research being pursued by academics in the North. Moreover, through on-line courses it is possible to foster collaboration between Northern academia and Southern practitioners.

Another interesting conclusion of the internal assessment is that “high quality knowledge products, frequent communication through newsletters, and existence of websites designed to host activities and products of communities of knowledge facilitate to contact communities of knowledge and practice in Latin America”. The external evaluation findings, as mentioned earlier, identified the project databases and newsletters components of the project model requiring improvements. A step further was also taken in the external evaluation findings, through the identification of one successful experience of the project, in terms of promoting North-South communities of knowledge and practice, in which newsletters were not only used for frequent communications and websites/databases were not only used for contacts but in which these tools were used for specific purposes. The newsletter served to call for proposals of practical southern experiences and as such contributed to the development of a web site/repository of practical southern experiences

(slightly different than the traditional databases/directory of experts). These tools facilitated the gathering of important data for development-related curricula, teaching, research and practice and to inform service and policy making. This experience could be further developed, conceived as a “package” tailored to serve the specific purpose/thematic area of a “specific on-line” community.

The external evaluation also did not find evidence that the participation of other networks in this project – as identified in the internal assessment – contributed to contact, develop and strengthen communities of knowledge. While the forum and on-line courses produced by CCEDNet were useful, they did not play a consistent role in the project and were quite limited in their ability to expand the Canadian audience. RIPPET’s contribution was also quite limited in terms of attracting a Latin American audience. As explained earlier in this report, turn over of project personnel in CCEDNet and the heavy workload at the level of senior officials at RIPPET perhaps hampered a more effective contribution. But, more importantly, these networks are only capable to forward information. And, information alone is not enough to produce a community of knowledge. There is need for an “activity” such as on-line courses on a thematic area not yet fully developed upon which there is mutual interest to produce knowledge. And, even in cases where all of this is in place, there is need for leadership at the level on the part of the instructor to motivate individuals to come forward and share their experience so that knowledge can be produced.

6.5 Opening of Canadian universities to LAC region

As far as the opening of Canadian universities to LAC region, while the internal assessment assumes that this has happened based on the increase in the number of visits to the CCD-CKC website, the external evaluation did not find evidence of enhanced visibility for Canadian universities as a result of the project. According to the Canadian universities representatives interviewed, they have not tracked or noticed increased requests for information by LAC as a result of the project.

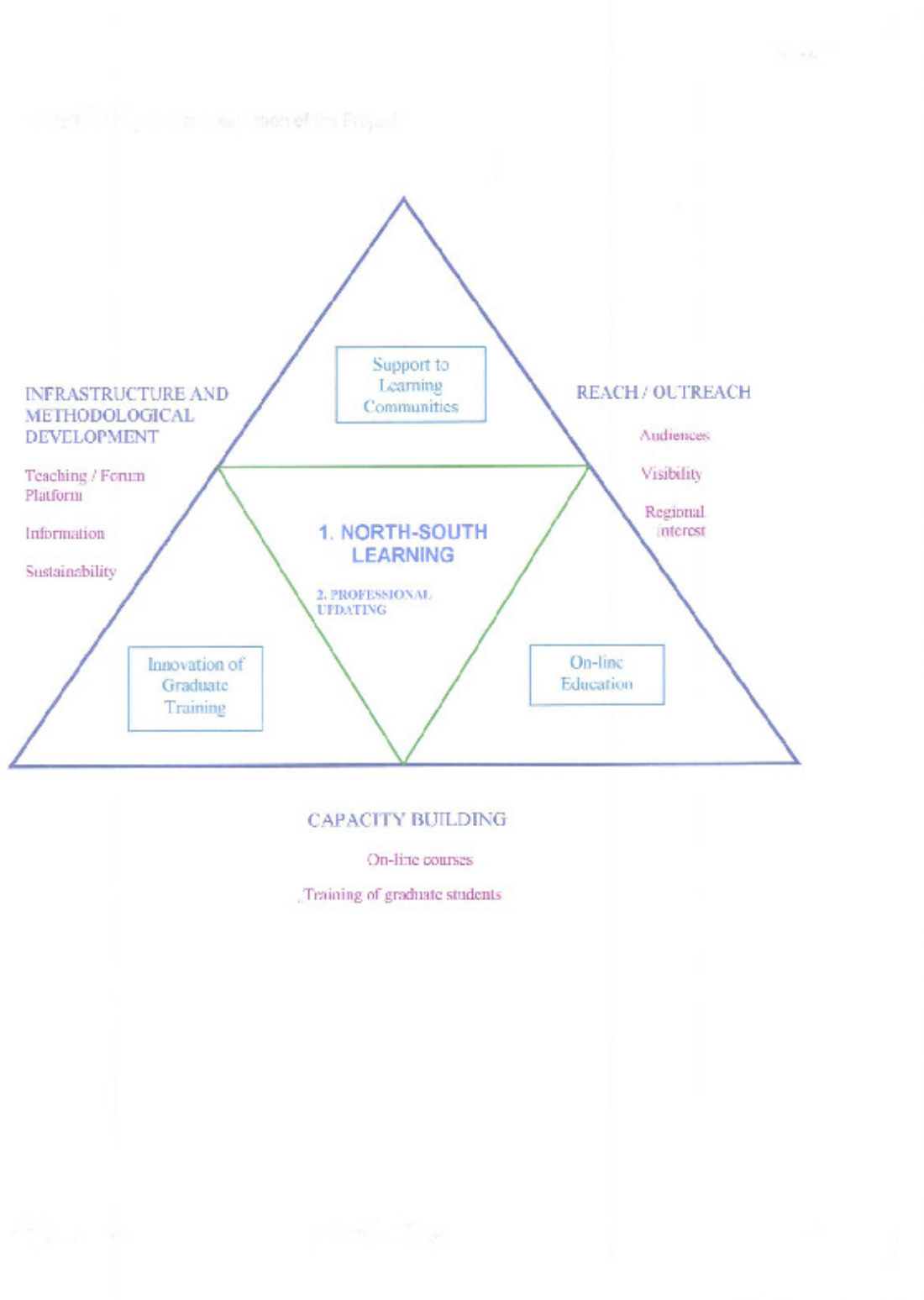
6.6 Cost recovery

Regarding cost recovery, the internal assessment focus is on examining the financial applicability of the “model”, with calculations on the costs of creating a database, a learning platform or a newsletter as well as training tutors and other support. Based on this, it concludes that newsletters, database maintenance, and training of graduate have no cost recovery because these products are offered free and require external funding. Courses may have a significant cost recovery depending on how many times they are delivered, and the fees paid to graduate students. The external evaluation confirmed that these courses only need to be delivered twice within an eight-month period for cost recovery purposes.

7 Final Remarks

Finally, as a general comment in terms of value-added, the external evaluation addressed gaps identified in the focus of internal self-assessment and provided an outside perspective on the initiative, as it also collected the views from project partners other than CEBEM. As such, the external evaluation not only examined in detail the progress made at the output level but also at the outcome level as relevant to achieving the project objectives. The central question it brings answers to is not whether or not the project produced courses, data bases or newsletters, but whether these elements were useful as tools to promote knowledge partnerships, whether they were useful ways to promote and produce social relations based on knowledge-sharing, which were the key concepts around the project formulation.

This report synthesizes a wide range of opinions, views, insights and thoughts presented to the Evaluator during the interviews. Collecting these views and conducting the work to synthesize the information has been a complex and challenging exercise. I hope that the elements captured here will help to stimulate further thinking, discussions and more in-depth analysis related to improving project delivery and design.

Annex 1: Graphic Representation of the Project Model

Annex 2: External Evaluation Framework

EXTERNAL EVALUATION CCD-CKD PROJECT PHASE II			
Question	Sub-questions	Indicators/Variables to consider	Sources of Information
RETROSPECTIVE COMPONENT			
1. To what extent was the implementation of the project proposal appropriate?	<p>a) Were the choices made by the project to adopt/evolve its original strategies appropriate and coherent? (What were the main challenges for project implementation and management? How were they dealt with? Was there an evolution of the project original outcomes? Was it appropriate and justifiable?)</p> <p>b) Were the priorities set by the project to adopt/evolve its original strategies appropriate and coherent?</p> <p>c) What were the partner's strategic lessons learned from the experience of implementing the project proposal?</p>	<ul style="list-style-type: none"> Opinion/judgement by project participants, partners and/or beneficiaries on variations from original plans/strategies, challenges and lessons learned; 	<ul style="list-style-type: none"> Project Annual/Interim reports and internal evaluation reports; Project Approval Document (PAD) Interviews with: <ul style="list-style-type: none"> Members of the research team (CID, CSCD, CCEDNet, CERLAC, ISHD, OISE, ISID, CEBEM) involved since the original project proposal; IDRC staff involved since the original proposal;
2. Overall, was the quality of the project outputs ⁴³ /publications supported by the Centre grant acceptable?	<p>a) Is the quality of the project outputs (described in the internal assessment) acceptable? To what extent they contributed to the achievement of the project objectives through:</p> <ul style="list-style-type: none"> Opportunity, space, tools and resources for collaboration among individuals and/or institutions? Collaboration for design, exchange, adaptation and delivery of short on line courses; Short-term work and learning opportunities for Canadian/LAC students, professors and practitioners; <p>b) To what extent are the project outputs significant?⁴⁴ Have they contributed significantly to any changes, collaboration and/or learning opportunities?</p>	<ul style="list-style-type: none"> Number of project participants, partners and/or beneficiaries that see value in project outputs and perceive their needs addressed (re: collaboration/learning opportunities); Opinion/judgment by project participants, partners and/or beneficiaries on the quality of the project outputs (when compared with other experiences); Evidence of project collaboration; partnerships; networks; 	<ul style="list-style-type: none"> Internal Assessment Report (including outputs/activities by each member of the project's team); Interviews with: <ul style="list-style-type: none"> Members of the research team (CID, CSCD, CCEDNet, CERLAC, ISHD, OISE, ISID, CEBEM) IDRC staff; Canadian Graduate Students; CEBEM courses' participants; Other LAC partners;

⁴³ In summary, these include: (1) courses on e-learning; (2) CCEDNet e-fora; (3) databases of Canadian experts, research center, (4) financial sustainability analysis; (5) expanded CEBEM's mailing lists; (6) Canadian produced on-line courses; (7) database of LAC professionals; (8) contribution to GACER declaration and publications; (9) training of Canadian graduate students; (10) Courses for LAC professionals.

⁴⁴ The external evaluation will aim at documenting *significant* contributions as they are put forward, but it is not usually expected that projects would have *significant* outputs.

<p>3. o what extent are the project's outcomes relevant, valuable and significant?</p>	<p>a) Has the project achieved (or is in the process of achieving) the outcome results (as described in the internal assessment)?</p> <p>b) To what extent are those project outcomes considered relevant valuable and/or significant? Have they contributed to project objectives:</p> <ul style="list-style-type: none"> ▪ Improved opportunity, space, tools and resources for collaboration among individuals and/or institutions? ▪ Enhanced collaboration for design, exchange, adaptation and delivery of short on line courses; ▪ Enhanced short-term work and learning opportunities for Canadian/LAC students, professors and practitioners; ▪ Changes in processes, systems, knowledge creation in the partner's institutions? <p>c) Are there any unintended results not identified in the internal assessment?</p>	<ul style="list-style-type: none"> ▪ Number of project participants, partners and/or beneficiaries that see value in project outcomes and perceive their needs addressed (re: collaborating/learning opportunities); ▪ Opinion/judgment by project participants, partners and/or beneficiaries on relevance, value and significance of results in relation to project objectives; 	<ul style="list-style-type: none"> ▪ Internal Assessment Report; Interviews with: <ul style="list-style-type: none"> ○ Members of the research team (CID, CSCD, CCEDNet, CERLAC, ISHD, OISE, ISID, CEBEM); ○ IDRC staff; ○ Canadian Graduate Students; ○ CEBEM courses' participants; ○ Other LAC partners;
PROSPECTIVE COMPONENT			
<p>4. How could the overall approach and activities of the CCD-CKD model be improved for building North-South communities of learning and promote Canada-South partnerships?</p>	<p>a) How does the CCD-CKD model⁴⁵ (information, communication and on-line training) compares administratively with other North-South models for knowledge sharing?</p> <p>b) Are there major differences regarding design (communication modalities, distribution of financial and institutional resources); tools used (on-line courses, newsletters, databases); results; target groups/institutions; operational/financial management; and/or decision-making process?</p> <p>c) What are the key advantages and disadvantages of the CCD-CKD model in relation to design, tools, results, targets, management and decision-making?</p> <p>d) To what extent is there room for improvements in the CCD-CKD model regarding design, tools, results, targets, management and decision-making?</p>	<ul style="list-style-type: none"> ▪ Evaluator's assessment of the CCD-CKD model in comparison with other models ⁴⁶; ▪ Interviewees' judgments/ opinions on the CCD-CKD model in comparison with other models. 	<ul style="list-style-type: none"> ▪ CCD-CKD Project Approval Document (description of design, tools, targets, anticipated results) ▪ Internal Assessment Report (specifically covering description of operational/financial management/ decision making process) ▪ Description of CCD-CKD project model in project's website; ▪ Interviews with: <ul style="list-style-type: none"> ○ Members of the research team (CID, CSCD, CCEDNet, CERLAC, ISHD, OISE, ISID, CEBEM); ○ IDRC staff; ○ Canadian Graduate Students; ○ CEBEM courses' participants;Other LAC partners;

⁴⁵ The central argument of the project is that an integrated system that combines a (virtual) learning platform and a portal with communication tools and information resources are key for the development and promotion of learning communities and knowledge partnerships.

⁴⁶ External evaluation will focus on comparing models rather than the project.

<p>5. Is there a niche for innovating in knowledge management, particularly focusing on the updating of professionals in less developed countries, and graduates' training on development issues?</p>	<p>a) What are the necessary pre-conditions to enable Northern institutions to engage in such partnerships for knowledge management⁴⁷ for graduates' training? What would it take to foster the existence of such pre-conditions?</p> <p>b) What are the necessary pre-conditions to enable Southern institutions to engage in partnerships for knowledge management for updating professionals? What would it take to foster the existence of such pre-conditions?</p> <p>c) Are there opportunities to foster these conditions simultaneously for both Northern and Southern institutions?</p>	<ul style="list-style-type: none"> ▪ Interviewees' opinions/judgments on pre-conditions and ways to foster them in the North and South; ▪ 	<ul style="list-style-type: none"> ▪ Interviews with: <ul style="list-style-type: none"> ○ Canadian/LAC project personnel/partners; ○ IDRC staff; ○ Other LAC partners;
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⁴⁷ Knowledge Management involves strategies and practices used in an organization to identify, create, represent, distribute, and enable adoption of insights and experiences. Such insights and experiences comprise knowledge, either embodied in individuals or embedded in organizational processes or practice.

Annex 3: Internal Self- Assessment Report

TOWARDS INNOVATION OF KNOWLEDGE MANAGEMENT AND GRADUATE TRAINING FOR DEVELOPMENT

Notes for Evaluation of “North-South Knowledge Partnerships: Promoting the Canada- Latin America Connection (Phase II)”

Draft April 14, 2011

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TOWARDS INNOVATION OF KNOWLEDGE MANAGEMENT AND GRADUATE TRAINING FOR DEVELOPMENT

Notes for Evaluation of “North-South Knowledge Partnerships: Promoting the Canada-Latin America Connection
(Phase II)”

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1. INTRODUCTION

The purpose of this document is to present an evaluation – from the perspective of its partners – of project “North-South Knowledge Partnerships: Promoting the Canada-Latin America Connection (Phase II)”. To this end it will discuss:

1. The initiative and project profile,
2. Results, and
3. Accomplishments, gaps, and challenges

It is addressed to the audience of higher education and development institutions and experts interested in improving higher education training, knowledge updating of professionals that work on development, and building a bridge between knowledge production and community development, including a North-South perspective of collaboration.

This document is focused on Phase II. However, it will involve consideration of all activities since the inception of the idea. Phase I was for preparation of the experiment, production of tools and obtaining experience. Phase II was for consolidation of results, test of the model with diverse partners, and acquiring a solid base of results and products.

2. THE INITIATIVE

2.1. The initiative

The initiative was born in late 2005 from the idea that promotion of knowledge partnerships could be promoted further by using the potential of ICTs for improving visibility, a dynamic exchange of ideas, access to information, and mutual learning between Latin American and the Caribbean (LAC) people devoted to development and Canadian specialists interested in the region. The idea was based on CEBEM’s experience with short-term on-line courses for updating of professionals, massive communication, organization of websites and an on-line library. It was based also on limited but good evidence that development practitioners and professionals in LAC have strong needs and pose demands for continuous education, ICTs were very accessible in LAC, and there was a niche for intervention. Professionals graduated from higher education institutions in LAC do not have easy access to opportunities for updating their knowledge. These institutions are more focused on training new cohorts of students than on giving opportunities to graduates for updating knowledge.

The initial stages were not easy to accomplish because, on the one hand, it was not simple to argue with no much hard data at hand – this is part of the problem – about the need for

professional updating. However, previous work with on-line education, international presentations of the initiative, and preliminary results facilitated to obtain interest from IDRC and partners in LAC and Canada. Five years down the road, it is possible to say that the initiative has materialized in a model and concrete results that support an innovative path for better North-South and South-South mutual learning, knowledge sharing, professional updating, and innovation of graduate training.

2.2. The Structuring Model

The initiative was based in a model formulated for identifying a niche of intervention, learning processes, expected results, and a path for mutual learning and knowledge sharing based on the use of ICTs. The model was a heuristic tool, which served to formulate Phase I and II project proposals. The model will serve also for guiding the assessment of results obtained and their potential for future activities.

The 'Structuring Model' was formulated with three elements: a philosophical orientation, objectives, and virtual tools.

a. Philosophical orientation: collective building of knowledge and participative learning.

The model looks at structuring the relationships among partners, individuals involved in online courses, and members of networks, supported by an integrated system that combines a virtual learning platform and portal with information resources and communication tools. The model includes different complementary types of knowledge provided in the virtual classrooms, the databases, and in targeted "advertising".

A central concern is the promotion of a constructivist educational philosophy on knowledge creation. Learning not only by doing but also by interacting will make it possible to share and develop global and local knowledge applicable to diverse contexts. In this way a contribution will be possible to bridge the North-South development gap through more collaborative and collective modalities for knowledge production based on partnerships.

b. Objectives: North-South and South-South Knowledge Partnerships, and Professional Development and Updating.

The flow of knowledge requires - at the minimum - information about what sources of knowledge exist. This information is limited in the case of the flow between Canada and Latin America. Under these circumstances, it is not surprising that Canadian-Latin American partnerships are relatively few, and that the potential for mutual benefit is not sufficiently utilized. The model proposes to convene Canadian (North) and Latin American (South) universities, research centres and non-governmental organizations in activities that seek to combine information and communication technologies with online pedagogy. It addresses the challenge of encouraging academic and non-academic institutions to form learning communities and to contribute to greater dissemination and use of existing knowledge for development in a globalized world.

The model looks at responding to information and training needs that are not being met in the region, in particular, a demand for short internet-based professional development training courses. A potential demand exists for short-term courses for professional updating in LAC: (1) available information indicates that hundreds of thousands of students graduate each year from higher education institutions in the region (see Table 1); (2) higher education institutions are focused on graduating people not in professional updating; (3) there is scarcity of on-line courses to fulfill punctual knowledge needs of professionals; (4) there is the opinion obtained repeatedly from diverse institutions and academics across the region that graduates have very limited or none opportunities for professional updating⁴⁸; and (5) the persistent demand for CEBEM's on-line courses. These pieces of evidence have been the base to assert – despite there is no statistical data about demands for professional updating and no articulated demands coming from professional sectors – that there is niche consisting of the potential demand for knowledge updating in varied topics, coming from professionals and practitioners working on development issues in positions across local and national governments, NGOs, grass-root organizations (GROs), and development programs and projects.

c. Virtual tools

The model proposes the combined use of (1) on-line courses (2) directories, databases, and virtual libraries, and (3) massive communication means, in order to create synergies among them as sources of knowledge, and give support to communities of knowledge.

On-line courses can be the primary means for professional updating. They may be aimed at feeding existing networks and communities of knowledge and practice in Canada and LAC. Courses may be delivered through diverse partners' learning platforms. Producers and tutors may be professors assisted by graduate students or postgraduate fellows.

Directories of experts with special attention to members of graduate training programs, regional networks, and research programs will permit to identify communities of knowledge and communities of practice. A directory of virtual libraries in Canada and Latin America will give more visibility and information about knowledge sources.

Opportune communication is critical. The model proposes a communication strategy based on existing newsletters. Many LAC and Canadian institutions produce and circulate their own newsletters. The model proposes to pursue cross utilization between them in order to disseminate information and promote collaboration for

⁴⁸ Members of the Ibero-American Network of Graduate Programs on Territorial Policy and Studies (RIPPET) expressed in discussions at RIPPET's conferences that there is gap in learning about how to produce and deliver short online professional courses despite general interest indicated by alumni in updating their knowledge and skills. Government agencies and universities consulted agreed on the need for online training given difficulties in meeting higher education and professional updating requests. Experts consulted at the Evaluation Workshop of Phase I coincided also on the need for professional updating in the context of very dynamic knowledge changes at the global level.

purpose of sharing knowledge. Information about virtual libraries and how to access and use them will be a complement.

TABLE 1 **LATIN MERICA AND THE CARIBBEAN: HIGHER EDUCATION GRADUATES. FIRST LEVEL UNIVERSITY GRADUATES**
(Thousands)

First level university Graduates	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Agricultural sciences	22287	23643	23303	24099	23409	25701	26152	29961	31368	31217	33382	36917	41456	44091
Humanities	41904	72366	95096	88468	40811	56018	61574	75928	77395	85176	100837	113013	118091	125595
Engineering & Technology	114466	128445	125668	124153	138284	159535	175081	183045	208580	210607	212461	225961	252864	253485
Medical Sciences	90759	107120	104307	116374	115792	123727	131799	149066	160644	164594	183423	204895	224558	262815
Natural & Exact Sciences	30739	41823	46403	53247	45261	48615	51071	58194	62236	72765	83481	88066	89180	96623
Social Sciences	392567	382577	384197	408880	495915	559486	607457	682781	745604	833978	895117	925563	954450	1011236
Total	692725	755977	778976	815223	859474	973084	1053136	1178978	1285830	1398340	1508703	1594417	1680601	1793847

Source: Red de Indicadores de Ciencia y Tecnología. <http://www.ricyt.org>

2.3. Preconditions of the model

The CCD-CKD was born as an idea based on work done by CEBEM during the 90's and early 2000's. Along those years CEBEM with IDRC support accumulated experience in three areas: on-line training for professionals, massive communication, and organization of databases of specialists and a virtual library. CEBEM had offered in the last years more than thirty courses in local development, territorial planning, community forestry, and environmental development, all of them fully registered and attended by professionals across the region. On this base CEBEM contributed with identification of the 'niche' for this project: the need for professional updating.

Another previous development was CEBEM's newsletter. This newsletter is a space for the concurrence of news coming from diverse sources. At the time CCD-CKD was born, this newsletter already had over 40,000 subscribers covering several countries. The newsletter was being used for advertising CEBEM's courses. Initially focused on environmental issues, REDESMA (Red en Desarrollo Sostenible y Medio Ambiente) newsletter became emblematic of CEBEM's in Bolivia and the region. CCD-CKD project took advantage of this resource.

The experience for organization of databases was another key resource. The subscribers to the newsletter and the participants to CEBEM's on-line courses facilitated creation of a data base on researchers, academics and practitioners on topics related to environment and natural resources management, local development, and intercultural issues. Another related experiences have been creation of websites, organization of a virtual library, production of a

virtual journal (Revista REDESMA)⁴⁹ and design of website-based mechanisms for self-subscription.

On the base of these resources CEBEM obtained important visibility. Thus, in 2003 it was selected as RIPPET's Technical Secretariat, which embraces some 40 graduates programs on six LAC countries. Subsequently CEBEM was called to participate in ALCUE⁵⁰, a regional cooperation initiative on education policy analysis. Later on, as CCD-CKD project was gaining momentum, other relations began to build up, including CEBEM participation in GACER.

There was also a process of human resources generation. A team of young professionals was put together in the years previous to CCD-CKD inception, which included webmasters, web developers, on-line education tutors, and librarians. A large number of professionals as professors of its courses started also to coalesce around CEBEM. All the above made up the base in which CCD-CKD initiative began to develop in 2007.

On the Canadian side no less rich resources has been tapped by CCD-CKD. The Centre for Intercultural Communication at the University of British Columbia (CIC-UBC) had interest to open activities towards LAC region⁵¹. It is a UBC policy objective to internationalize its students' training and CIC had an extensive experience on international on-line education for professionals. Thus, CIC was approached in early 2006 and asked to be partner for Phase I. Its acceptance made possible the born of CCD-CKD. CIC disposition to attempt overcoming the challenge of potential language and cultural barriers was a key element for beginning a joint work with CEBEM. This foundational period was critical as it allowed to make reality what was at that time only an idea.

The above description indicates that the 'Structuring Model' has some key pre-conditions for its application:

- Existence of research institutions and graduate training programs with interest in North-South and South-South knowledge sharing and by implication, with professors, researchers and / or graduate students with those interests.
- Openness to learn ICTs applicable to knowledge management by professors, graduate students and development specialists.
- Capacity for producing and delivering on-line courses with a constructivist pedagogical approach.
- Capacity to identify strategic development topics with potential for professional updating.
- Capacity for implementing a massive communication strategy in order to reach varied audiences.
- Experience for implementing, developing and maintaining website resources able to give access to sources of knowledge.

⁴⁹ Website Revista REDESMA <http://revistavirtual.redesma.org/vol11/index.php>

⁵⁰ ALCUE <http://vertebralcue.cebem.org/>

⁵¹ The role of professor Peter Booydroyd from UBC School of Community and Regional Planning, and Centre for Human Settlements, was key for obtaining CIC participation.

In other words, the model is oriented to structure existing resources in different institutional environments.

2.4. Project profile

Using the 'Structuring Model' as a heuristic guide, objectives, expected results, partners, and beneficiaries were identified for Phase II as follows.

2.4.1. Objectives

The general objective of Phase II was:

To promote and further develop an internet-based structure and organizational framework that supports on-going North-South and South-South knowledge partnerships based on participatory, constructivist, and democratic management of information and learning, implemented through integrated ICT-based pedagogical approaches, resources and practices.

The specific objectives were:

- a. To consolidate a model of collaboration supported by a Portal and organizational arrangements that provides opportunity, space, tools, and resources for the activities of communities of knowledge and practice;
- b. To enhance and promote modes of collaboration for the design, exchange, adaptation, and delivery of short online courses for professional updating and development in no less than four major thematic areas related to sustainable development;
- c. To provide short-term work and learning opportunities to Canadian and Latin American graduate students, postgraduate fellows, professors, and practitioners interested in collaborating in development-related issues across regions, thematic areas or types of organizations; and,
- d. To contribute to furthering the development of the Social Analysis System in Latin America through capacity building and application of the approach to new problems and situations.

2.4.2. Expected Results

a. Outcomes

- (1) Phase II was expected to demonstrate that working across geographic, thematic and organizational boundaries is sufficiently beneficial in Canada and Latin America to motivate collaboration in the form of ICT-based information sharing, training and collaboration in learning communities and Communities of Practice (CoPs) beyond external support. That is to say that the motivation for collaboration is not tied to project funding and can be sustained without it because of the benefits it procures to participating institutions.
- (2) It was anticipated that this project would take the model to the level of a self-sustaining system that supports new and existing CoPs in a number of thematic areas limited only by the interest and ability of the partners to maintain them.

The project was also expected to contribute to the expansion of the Social Analysis System: project partners would have been exposed to it through a workshop on resource mobilization and by learning about the use of SAS2 through an online course, in newsletters and other information sources. One or

two Latin American institutions would have increased their capacity to serve as SAS2 resource centres; and a discussion group would have examined and become more familiar with SAS2 and other participatory approaches as methods to support research and decision-making.

b. Outputs

- (1) An integrated internet-based information and communication service for Canadian and Latin American audiences including a virtual library; a consolidated newsletter; and a set of inter-related directories with information on selected institutions, experts, training programs, virtual libraries, development projects and newsletters pertaining to the major thematic areas in both Canada and Latin America;
- (2) A mechanism allowing project partners to upload information to the databases and newsletter, forming the basis of an increasingly self-administered system; related training will be offered by CEBEM;
- (3) A series of 20-25 new online non-credit professional development courses produced by Canadian and Latin American project partners experimenting with different modes of collaboration;
- (4) Training of up to twelve Canadian graduate students in virtual education and their subsequent participation in the courses as tutors and co-producers with university professors, the organization of thematic areas, and the creation of data bases;
- (5) Delivery of short-term training courses to approximately 450 professionals in LAC.

2.5. Partners

At the end of Phase I, enough results had accumulated as to explore the interest of other potential Canadian partners in addition to the original partners for Phase I, CEBEM and CIC-UBC. The Centre for Research on Latin America and the Caribbean (CERLAC-York U.), the Centre for Development Area Studies (CDAS-McGill U.) later on Institute for the Study of International Development (ISID), the International Secretariat for Human Development (ISHD-York U.), the Centre for Sustainable Community Development (CSCD-Simon Fraser U.) and the Canadian Community Economic Development Network (CCEDNet) were approached. All these institutions had a recognized track record on development studies and some of them like CERLAC extensive experience in LAC region. There was not an explicit strategy designed for partner selection. The selection of these institutions was based in previous personal contacts (CERLAC, CDAS), contacts made at international events (CCEDNet), their activities in Bolivia (CSCDD), or the interest to establish contact with CEBEM and the CCD-CKD initiative (ISHD).

The participation of these additional Canadian partners was key for the development of Phase II. The new partners had contacts in Canada and LAC, on-going research activities, training programs on LAC, graduate students conducting fieldwork for their theses in the region, publications, access to rich library resources, and newsletters. Therefore, CCD-CKD could attempt testing its model at a larger scale. However, at difference with CEBEM, these institutions had limited or none experience with on-line education aimed at professional updating.

Regarding LAC, different from the Canadian partners, which received separated grants, there was one common fund administered by CEBEM for activities to be conducted in the region. Given the large number of potential candidates to be LAC partners, the project opted for

approaching a few candidates on the base of personal contacts and potential mutual interest for production on-line courses. No public calls were made for inquiring interests to participate in the production of on-line courses. Instead persons and institutions were approached for diverse reasons: (1) in Bolivia previous work experience with the Centro de Estudios Superiores Universitarios at Universidad Mayor de San Simon, Universidad Mayor de San Andres, and contacts with Instituto de Ecologia (Universidad Mayor de San Agustin), PROGEO network, and PLAGBOL in La Paz - besides in all these cases close monitoring of course production was possible, another key reason; (2) in Brazil, contact with a professor of the Catholic University at Campinas and also researcher of POLIS Institute, who showed high interest to participate; (3) in Argentina previous relations with RIPPET members who were professors of the Centro de Estudios en Relaciones Internacionales (Universidad de Rosario), Universidad de Buenos Aires, and Universidad de Rio Cuarto; (4) in Uruguay previous work with CLAEH and contacts with FLACSO; (5) in Ecuador previous work with professors at FLACSO-Quito; (6) in Colombia contact with a professor of Universidad de Manizales member of RIPPET; (6) a similar case in Mexico with Universidad Autonoma del Estado de Mexico; (7) personal contact with a professor of Universidad de La Mancha in Spain.

2.6. Beneficiaries

Two major groups of beneficiaries were targeted in Phase II, although several secondary groups were expected to benefit as well. They were (1) individuals and institutions engaged in, or interested in experimenting with, learning communities and communities of practice across geographic, substantive and occupational boundaries; and (2) professionals and technical personnel working in various disciplines interested in expanding or updating their knowledge and skills in one or several substantive focus areas of the program. The project selected as focus areas: local, regional and territorial development; intercultural relations; human and social development; and, on-line education. They would benefit by having access to a Portal that is open to them, provides easy access to communication and information sources and tools, and supports them for knowledge exchange and collaboration. In this way, the project would be benefiting also learning communities related to those networks.

Secondary beneficiaries included regular and occasional users of the widely disseminated information services, international cooperation agencies working in Latin America, and communities involved with researchers and other professionals who apply SAS2 approaches to their work. Training of graduate students, postgraduate fellows and professors received special attention. A purpose was to increase LAC and Canadian human resources familiar with online education and the methodology of the project's model. Two modalities would be supported: participation in the production and delivery of online courses and other activities of the project, and visits to CEBEM and the project's partners.

3. **RESULTS**

Table 2 presents the project's objectives, expected outputs and results.

3.1. Training: On-line learning

TABLE 2 OBJECTIVES, OUTPUTS AND RESULTS

OBJECTIVES	EXPECTED OUTPUTS	RESULTS
<p>a) To consolidate a model of collaboration supported by a Portal and organizational arrangements that provides opportunities, space, tools and resources for the activities of communities of knowledge and practice.</p> <p>b) To enhance and promote modes of collaboration for the design, exchange, adaptation, and delivery of short on line courses for professional updating and development in no less than four major thematic areas related to sustainable development</p> <p>c) To provide short-term work and learning opportunities to Canadian and Latin American graduate students, postgraduate fellows, professors and practitioners interested in collaborating in development-related issues across regions, thematic areas or types of organizations.</p> <p>d) To contribute to furthering the development of the Social Analysis System in Latin America through capacity building and application of the approach to new problems and situations</p>	<p>(1) An integrated internet-based information and communication service for Canadian and Latin American audiences including a virtual library; a consolidated newsletter; and a set of inter-related directories with information on selected institutions, experts, training programs, virtual libraries, development projects and newsletters pertaining to the major thematic areas in both Canada and Latin America</p> <p>(2) A mechanism allowing project partners to upload information to the databases and newsletter, forming the basis of an increasingly self-administered system; related training will be offered by CEBEM</p> <p>(3) A series of 20-25 new online non-credit professional development courses produced by Canadian and Latin American project partners experimenting with different modes of collaboration</p> <p>(4) Training of up to twelve Canadian graduate students in virtual education and their subsequent participation in the courses as tutors and co-producers with university professors, the organization of thematic areas, and the creation of data bases</p> <p>(5) Delivery of short-term training courses to approximately 450 professionals in LAC.</p>	<p>1. Training: On-line learning</p> <ul style="list-style-type: none"> - Updating of professionals - Training of graduate students <p>2. Information: Development of web resources</p> <p>3. Communication: Expansion of audiences in LAC</p> <p>4. Support to learning communities</p> <p>5. Opening of Canadian universities to LAC</p> <p>6. Cost recovery</p>

The project produced on-line learning results along two avenues: updating of professionals and training of graduate students.

3.1.1. Updating of professionals

3.1.1.1. Characteristics of courses

CCD-CKD courses were delivered under four themes: Virtual Education; Local, Regional and Territorial Development; Intercultural Relations; and, Human and Social Development. This selection of themes did not respond to a previous theoretical or policy analysis. It responded to expertise and interests of CEBEM's members, and the interests of partners. Thus, ISHD suggested the topic of Human and Social Development and CIC concurred with CEBEM on the topic of Virtual Education. The other themes have been the focus of CEBEM's activities for the

last 10 years. Given that the philosophy of the model is promotion of partnerships and communities of knowledge whichever the substantive area of work, it was important only to select for Phase II themes in which there was proven expertise.

The definition of each theme was wide enough as to permit to host diverse topics⁵². The selection of specific topics was linked to the interests of professors. The filter for topics proposed for courses was not the content but the quality of the proposal. In this sense, the project relied on the expertise of professors and graduated students.

The selection of professors responded to diverse criteria. In one case, the professor was selected because he had a recognized reputation on the topic and had been known for many years by the research team; besides he volunteered to deliver a course. In the case of some Canadian graduate students, selection was made through open competition (McGill U.); in other cases the professors made the selection on the base of previous knowledge of the candidate (York U.). In other cases, the professors were approached because CEBEM have had previous contacts with them and their academic reputation was well known. It was assumed in all these cases that content selected by professors would be useful for purpose of professional updating of people working on the topic area. In other words, the project trusted the professor's expertise and experience.

Differences observed when comparing with other on-line courses are the following:

- Short extension. Courses were for a maximum of seven weeks, including a week devoted to learning how to move in the platform environment. Other on-line courses are longer, sometimes 3 to 4 months.
- Very close follow-up of participants and active exchanges with them. Professors, particularly in the case of Canadian graduate students, devoted extra working hours for providing comments and guidance.
- A pedagogical approach focused on ensuring feed back among participants. Courses are not for circulation of texts only, which use to happen in other cases.
- None course is free. A minimum payment of 50 US is required in order to assure commitment with the course' obligations. The usual fee is 200 US and a many times a 50 US discount is offered

⁵² Intercultural relations. Professionals working in intercultural relations, conflict resolution and social adaptation need necessary updating of skills and training when dealing with processes of decentralization and social problems facing indigenous populations in urban, agricultural, mining and fishing immigration areas.

Local, Regional and Territorial Development. These concepts are used to define the set of social, cultural and economic processes that promote the economic dynamism and improvement of life quality of the population in a territory (metropolitan area, urban center, region, province, municipality, etc.). To do so, it is necessary to train its institutional and human resources with relevant information and knowledge. This way, the population will be able to define its priorities, to exploit its comparative advantages, and to participate in globalization.

Virtual Education. In the new context of economic competitiveness and rapid changes in knowledge, open learning communities are needed as means for adding value to the knowledge base of diverse regions and countries.

Human and Social Development. A theme developed in collaboration with the International Secretariat for Human Development of York University. It examines relevant themes about human and social development and poverty reduction. Emphasis is placed on local communities, policies and globalization, concertation between public administrators and social actors, participation of the most marginalized, and the process of mutual learning among policy makers, professionals and academics.

Moodle platform for course delivery was used; it proved to be satisfactory. Professors and participants new to the methodology of e-learning and e-teaching did not have particular difficulties for understanding and using the various Moodle options and mechanisms. There were no particular problems for reading materials, writing comments or communicating. In some cases discussions were quite vivid which proved the platform was a good tool.

3.1.1.2. Portfolio of courses

Canadian and LAC professors produced seven and eight courses respectively. Some courses were delivered more than once (see Tables 3 and 4)

Regarding courses on 'Social Analysis System' (SAS), the SAS website was updated with web2 components to facilitate use of interaction modalities. From a substantive perspective the idea was to focus the website on the praxis of social research (<http://isp.cebem.org/>). Regarding training activities, a set of six in-classroom (non virtual) workshops was delivered for professionals and practitioners. On the base of this experience, two on-line courses were delivered on 'communication tools for participatory planning' and on 'SAS pedagogical content and processes'.

3.1.1.3. Audience

Tables 5 and 6 give information about characteristics of the audience – additional information is in Annex 1. The courses selected may be considered as representative of all courses produced and delivered:

- "Liderazgo en clave de género e interculturalidad"(Gender Leadership and Interculturality)
- "Mejores Prácticas" en Proyectos de Migración, Remesas y Desarrollo ("Best practices" in Projects on Migration, Remittances and Development)
- "Energy, Development and the Environment"
- "Social vulnerability, citizenship, health and sexual and reproductive rights. Concepts, problems and practices in Latin America"

Data about the type of professional work and discipline indicate that courses reach the target audiences of professionals and practitioners and a wide range of disciplines. The dominant category depends on the topic. Thus, a more 'technical' course like Energy & Development attracted professionals from the private sector while others more oriented towards social issues – Migration, Gender Leadership, and Social Vulnerability – obtain more participation of people in the NGOs and GROs sectors. It is important to underline that academics and researchers are not a dominant group. One reason may be that the newsletter's mailing list includes few of them and / or that this sort of courses are not enough attractive to them. After all, these courses are not aimed at 'academic' discussions.

Tables in Annex 1 indicate that most participants come from the Andean region, particularly from Bolivia, which reflects the distribution of the newsletter's population of subscribers. Advertising in newsletters with good covertures of other regions like Central America, the Caribbean, Brazil or the Southern Cone could have produced a more balance distribution of participants.

TABLE 3 COURSES BY CANADIAN PARTNERS. PHASE II
(2009 - 2011)

Name	Date	Professor	Institution	Interested (1)	Participants
"Facilitating Online Across Cultures"	March 23 to May 4, 2009	Sally McLean	CIC - UBC	15	9
"Mejores Prácticas" en Proyectos de Migración, Remesas Y Desarrollo	May 12 to June 20 2010	Alan Simmons & Pedro Ferreira Marcelino	CERLAC – York U.	149	21
"Social vulnerability, sexual and reproductive citizenship, health and rights. Concepts, problems and practices in Latin America"	August 09 – Sep 26 2010	Itzela Sosa	Department of Sociology University Laval / ISID	326	13
"Energy, Development and the Environment"	August 16 – Oct. 03 2010	Christian Krelling	School of Urban Planning / ISID McGill U	177	16
"Pensando la actualidad latinoamericana: 'Neo-liberalismo', 'giro a la izquierda', 'populismo' y otros dilemas continentales"	August 02 – Sep. 19 2010	Paulo Ravecca	CERLAC / ISHD - York U	231	20
"Economía social y solidaria"	February 28 – April 17 2011	Gretchen Hernández	CSDC/SFU	274	22
"Mejores Prácticas" en Proyectos de Migración, Remesas Y Desarrollo	March 28 – May 05 2011	Pedro Ferreira Marcelino	CERLAC – York U	35	15
"Mujeres y soberanía alimentaria"	April 11 – May 29 2011	Irma Molina	ISDH - York U	126	16
"Pensando la actualidad latinoamericana: 'Neo-liberalismo', 'giro a la izquierda', 'populismo' y otros dilemas continentales"	April 18 – June 5 2011	Paulo Ravecca	CERLAC / ISHD – York U	81	
"Social vulnerability, sexual and reproductive citizenship, health and rights. Concepts, problems and practices in Latin America"	May 16 – July 3 2011	Itzela Sosa	Department of Sociology University Laval		
"Derechos de los pueblos indígenas y autonomía en America Latina y Canada"	May – June	Miguel Gonzáles	CERLAC – York U		
TOTAL				1414	132

Centre for Developing-Area Studies (CDAS) / Institute for the Study of International Development (ISID) McGill University
 Centre for Intercultural Communications (CIC), University of British Columbia
 Centre for Research on Latin America and the Caribbean (CERLAC), York University
 Centre for Sustainable Community Development (CSDC), Simon Fraser University
 International Secretariat for Human Development (ISHD), York University
 Ontario Institute for Studies in Education (OISE), University of Toronto

(1) At the time a course is advertised, the first step is to pre-register persons interested in the course. The next step is to send to these persons complete information about the course. On this base, persons that decide to take a course proceed to register and pay fees. Tables in the Annex give information about both types of persons. The registration is kept open until enough number of participants is registered. Usually a course is delivered with no less than 12 persons and a maximum of 30. Most courses delivered by CEBEM have between 20 and 25 participants.

TABLE 4 COURSES BY LATIN AMERICAN PARTNERS. PHASE II
(2009 - 2011)

Name	Date	Professor	Sponsor Institution	Interested (1)	Participants
"Liderazgo en clave de género e interculturalidad" (Gender Leadership and Interculturality)	Oct10 – Nov 29 2009	Silvia Salinas y Lidia Heller	PROGEO	249	19
"Liderazgo en clave de género e interculturalidad" (Second version)	June 7 – July 25 2009	Silvia Salinas y Lidia Heller	PROGEO	394	29
"Salud Ambiental"	June 06 –July 25 2010	Marthadina Mendizábal	Instituto de Ecología - UMSA	333	21
"Salud Ambiental" (Second version)	Sep 06 – Oct 24 2010	Marthadina Mendizábal	Instituto de Ecología - UMSA	290	14
"Economía Ecológica"	Oct 12 – Nov 11 2009	Marthadina Mendizabal	Instituto de Ecología - UMSA	294	24
"Economía Ecológica" (Second version)	Aug 2 – Sep 3 2010	Marthadina Mendizabal	Instituto de Ecología - UMSA	310	26
"Planificación y Diseño Participativo de Estrategias de Comunicación"	Aug 16 – Sep 3 2010	Carlos Camacho	Universidad Católica Boliviana	193	20
"Planificación y Diseño Participativo de Estrategias de Comunicación"	October 18 – December 05 2010	Carlos Camacho	Universidad Católica Boliviana	120	18
"Cambios climáticos: causas e impacto de un fenómeno que avanza"	Sep 20 – Nov 07 2010	Sol Bagur	Instituto de Ecología – UMSA	323	27
"Controversia en la cuantificación de la economía social"	October 18 – December 05 2010	Miguel Angel Conde	Universidad de la Mancha – Albacete	103	20
"La comunicación intercultural como herramienta en el ámbito laboral"	October 25 – December 05 2010	Ana Rosa Lopez	CEBEM	96	21
"Las ciudades y sus procesos espaciales de transformación"	February 28 – April 17 2011	Marianela Díaz	CEBEM	148	18
"La comunicación intercultural como herramienta en el ámbito laboral" (Second Edition)	February 28 – April 17 2011	Ana Rosa Lopez	CEBEM	174	19
"Planificación y Diseño Participativo de Estrategias de Comunicación" (Third Edition)	March 28 – May 15 2011	Carlos Camacho	Universidad Católica Boliviana	118	22
"Salud Ambiental" (Third Edition)	May 2 – June 19 2011	Marthadina Mendizábal	Instituto de Ecología - UMSA		
"Cambios climáticos: causas e impacto de un fenómeno que avanza" (Second Edition)	April 25 – June 12	Sol Bagur	Instituto de Ecología – UMSA		
Introducción al SAS					
Guía de herramientas para el análisis territorial					
TOTAL				3145	298

PROGEO Programa en Gestión de Organizaciones con Enfoque de Genero
<http://www.wim-network.org/progeo/site/presentacion/presentacion.asp>
 UMSA Universidad Mayor de San Andrés

(1) See note in Table 3

TABLE 5 COURSES “GENDER LEADERSHIP AND INTERCULTURALITY” & “MIGRATION, REMITTANCES AND DEVELOPMENT”

DISTRIBUTION OF INTERESTED PERSONS (I) AND PARTICIPANTS (P) BY TYPE OF PROFESSIONAL WORK

Type of professional work	Gender, Leadership & Interculturality				Migration, Remittances & Development			
	I	%	P	%	I	%	P	%
Private sector / consultancies (1)	72	21.6	3	10.3	4	4.0	3	14.3
Director / Executive of Non Governmental Organization	29	8.7			19	19.2	1	4.8
Officer of foundation (2)	23	6.9	12	41.4	3	3.0		
Officer / member of Non Governmental Organization / GROs (3)	86	25.9	6	20.6	30	30.3	3	14.3
University Professor / Higher education Institution	13	3.9	1	3.5	9	9.1	5	23.8
Researcher at university / institute	18	5.4	1	3.5	9	9.1	5	23.8
Local authority / Officer at local government / municipality	22	6.6	1	3.5	6	6.1		
National ministry officer / employee	12	3.6			2	2.0	1	4.8
Other type of national government institution	12	3.6			7	7.1	1	4.8
Project manager / operator (4)	4	1.2	5	17.2	3	3.0	2	9.4
University student	27	8.1			7	7.1		
Other	15	4.5						
Total	333	100.0	29	100.0	99	100.0	21	100.0
<p>(1) Managers of private enterprises, self-employed workers, consultants, advisors</p> <p>(2) Members / officials of NGOS that operate as national foundations</p> <p>(3) Includes administrators, general coordinators, program coordinators, members</p> <p>(4) Includes persons that declared to be operating a program or project</p>								

**TABLE 6 COURSES “ENERGY, DEVELOPMENT & ENVIRONMENT”
AND “SOCIAL VULNERABILITY, SEXUAL & REPRODUCTIVE RIGHTS”**

DISTRIBUTION OF INTERESTED PERSONS (I) AND PARTICIPANTS (P) BY TYPE OF PROFESSIONAL WORK

Type of professional work	Energy, Development & Environment				Social Vulnerability Sexual & Reproductive Rights			
	I	%	P	%	I	%	P	%
Private sector / consultancies (1)	39	25.8	7	46.7	29	11.4	4	28.6
Director / Executive of Non Governmental Organization	8	5.2			28	10.9		
Officer of foundation (2)	9	5.9	1	6.7	17	6.6	1	7.1
Officer / member of Non Governmental Organization / GROs (3)	14	9.2	2	13.3	72	28.2	3	21.5
University Professor / Higher education Institution	22	14.5	2	1.3	34	13.3	3	21.5
Researcher at university / institute	11	7.2	1	6.7	12	4.7		
Local authority / Officer at local government / municipality	19	12.5			23	9.0	1	7.1
National ministry officer / employee	6	3.9			13	5.0		
Other type of national government institution	10	6.6			7	2.7		
Project manager / operator (4)	10	6.6			16	6.2	1	7.1
University student	4	2.6	2	13.3	5	2.0	1	7.1
Other								
Total	152	100.0	15	100.0	256	100.0	14	100.0
(1) Managers of private enterprises, self-employed workers, consultants, advisors (2) Members / officials of NGOS that operate as national foundations (3) Includes administrators, general coordinators, program coordinators, members (4) Includes persons that declared to be operating a program or project								

3.1.1.4. Evaluation of courses

Evaluation was done in quantitative and qualitative terms at the end of each course:

- a. A questionnaire was administered with questions asking to qualify – as excellent, adequate or insufficient – knowledge of professor, academic coordination, bibliography, and utility.
- b. Comments were asked about self-performance and the content, organization, methodology and utility of course.

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Additionally, professors were asked opinions and recommendations. A selection of comments follows (see Annex 2 for complete comments).

a. Results from questionnaire

Course “Best practices” in Projects on Migration, Remittances and Development

	Excellent	Adequate	Insufficient	Total
Knowledge of professor	36	64	0	100
Academic coordination	45	55	0	100
Bibliography	73	27	0	100
Utility	64	36	0	100

Evaluation done by 11 participants

Course Energy, Development & Environment

	Excellent	Adequate	Insufficient	Total
Knowledge of professor	33	50	17	100
Academic coordination	33	50	17	100
Bibliography	17	83		100
Utility	29	57	14	100

Evaluation done by 7 participants

Course “Pensando la actualidad latinoamericana: ‘Neo-liberalismo’, ‘giro a la izquierda’, ‘populismo’ y otros dilemas continentales”

	Excellent	Adequate	Insufficient	Total
Knowledge of professor	57	43	0	100
Academic coordination	29	42	29	100
Bibliography	14	72	14	100
Utility	29	57	14	100

Evaluation done by 7 participants

Course Social Vulnerability, Citizenship, Health & Sexual and Reproductive Rights

	Excellent	Adequate	Insufficient	Total
Knowledge of professor	100	0	0	100
Academic coordination	50	38	12	100
Bibliography	75	25	0	100
Utility	50	50	0	100

Evaluation done by 8 participants

b. Self- evaluation of performance

Regular. Trabajar a tiempo completo dificulta la participación, cuando se tienen tiempos apretados y mucho material.

Para el tema tratado es necesario leer documentos actualizados y con diferentes posiciones como los que nos proporcionó el docente. En lo personal, busque leer todo lo recomendado, lamento que me haya faltado tiempo para las lecturas adicionales, las cuales me reservo para después. Por la carga de trabajo en la oficina y de actividades en la casa, no fue posible estudiar en las condiciones óptimas recomendadas en la primera unidad, pero aún así logré involucrarme de manera satisfactoria con relación a las expectativas que tenía del curso

Esta es la primera experiencia que tengo en este tipo de cursos y la verdad me costó bastante mantener un hilo conductor sobre mis responsabilidades con el curso. No contar con Internet en casa puede que haya sido un factor importante para no enviar o realizar a tiempo varias tareas pero creo que tengo bastantes lecciones aprendidas al respecto. Participar en los foros también ha sido bastante difícil ...

Muy pobre, sobre todo por estar en épocas de clase.

c. Opinions on courses

On content:

- El curso, en general, me pareció muy interesante. De hecho lo seleccioné porque es un tema en el cual nunca había profundizado, excepto algunas cosas como biofuels, por ser participante de desarrollo rural, y algunas otras energías alternativas por estar relacionadas a la investigación sobre cambio climático, pero nunca desde la perspectiva de la energía en sí misma. Me sorprendieron conceptos como: eficiencia e intensidad, que no comprendía muy bien y tuve que buscar bibliografía adicional para estar segura de cómo utilizar estos conceptos.
- Me parece un curso muy bueno, sobre todo práctico, que permite que un profesional conozca la problemática relacionada al cambio climático, y a partir de ello pueda sentirse motivado a incrementar sus conocimientos y aplicarlos desde su posición laboral para enfrentar adecuadamente los impactos y desafíos que plantea el cambio climático.
- El curso es bueno pero requiere mayor profundidad en muchos aspectos y mejor trabajo tanto teórico como, casos aplicativos, que se refuercen mutuamente.

On organization:

- Considero que la parte de coordinación del curso estuvo débil, le faltó más acercamiento, explicación y acompañamiento a los alumnos sobre el funcionamiento del campus virtual y del curso...
- Es un curso muy interesante y novedoso, aunque me pareció muy corto para la cantidad de temas planteados y admito que me hubiera encantado profundizar sobre muchos temas. Recomendaría la ampliación de los módulos a unos 10 días cada uno.
- Los textos en inglés, de lecturas sugeridas no los he leído porque me faltaba tiempo, pero los he bajado, tener acceso a ellos es un gran aporte del curso.
- Las medias becas ayudan bastante porque me sería muy difícil pagar los costos totales de este tipo de cursos, si pueden mantenerse este sistema de medias becas o de algo más, es una gran ayuda.

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- Me gusta que fuese corto, los muy largos se vuelven muy improductivos y se pierde el interés central.

On methodology:

- No cumplió con mis expectativas, no es el primer curso que realizó en línea, sin embargo la metodología de desarrollo del mismo y la evaluación me parecieron inadecuadas.
- La modalidad del curso, solamente con base a una bibliografía y tareas con base a las mismas (tipo self-study) no es la forma mas optima de aprendizaje. Debiera complementarse con chats en línea, presentaciones power-point del participante sobre el tema, algo armado especialmente para el curso. Discusiones en vivo, para intercambio en tiempo real
- Creo que los foros permiten compartir experiencias y conocimientos, pero creo que se limita mucho al solo interactuar con un grupo reducido, y se avanzaría o aprovecharía más si se trabajara con todos los participantes para enriquecer más el curso
- Ha sido muy bueno, la programación del material para los foros han sido muy bien dosificados y me gustó mucho el resumen que hacían los profesores al concluir cada foro, sistematizaban los aspectos reflexionados por los participantes...
- Excelente información, metodología constructivista que dio buenos resultados porque nos permitió construir conocimientos y compartirlos con otros pares y con los docentes.

On utility:

- Fue un curso que permitió mejorar algunos conocimientos y que me serán de mucha utilidad no solo en el campo en el que estoy trabajando.
- ...Opino que el curso ha ampliado un tema muy pertinente y poco manejado. Realmente siento que he aprendido mucho. Hice un curso al año pasado sobre la participación política de las mujeres indígenas y he encontrado que este curso aporta mucho más en cuanto a nivel teórico y herramientas analíticos (por ejemplo lo de la interseccionalidad)...
- El curso ha sido enriquecedor completamente sobre todo en nuevas perspectivas compartidas con compañeros de diferentes países y me han permitido tener una perspectiva diferente de la que se vive en mi país. Considero que ello sumado a los videos, y bibliografía han despertado nuevas inquietudes.
- Estupendo, me ha impresionado la cantidad de bibliografía que nos llega y a la cual no tendríamos acceso en otras circunstancias. La temática abordada conjuntamente con la estructuración del curso en sí mismo, me parece de lo más práctico, innovador y sobre todo, la ayuda que tenemos. Con seguridad que seguiré en la línea de mi formación y tomaré otros cursos de mi interés.

d. Topics proposed for future courses

Participants were asked at the end of courses suggestions about topics for other courses (see Annex 3). Some examples follow:

- On Gender, Leadership & Interculturality: Feminismo: utopia o realidad...
- On Migration: Incidencia de políticas públicas en el fenómeno de la migración, Feminización de la migración, Maternidad transnacional

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- On Energy and Development: Aplicación de energías renovables: funcionamiento, costos y aplicaciones, Experiencias de políticas públicas en energía alternativa renovable, Eficiencia energética.
- On Social Vulnerability and Reproductive Health: Racismo, clase social y sexualidad; Des-patriarcalización, descolonización, indicadores de salud sexual y reproductiva
- On Climate Change: Mitigación, organización, gestión y proyectos para revertir impactos del cambio climático; Seguridad alimentaria, tecnologías de adaptación y mitigación del cambio climático
- On Environmental Health: Gestión del Riesgo; Medio ambiente, ecología, salud, y geografía
- On Ecological Economics: Gestión de áreas protegidas; Gestión Ambiental de actividades hidrocarburíferas, mineras y camineras
- On Communication Strategies: Metodologías comunicativas y gerencia de proyectos; Comunicación y metodologías de enseñanza para adultos en zonas rurales.
- On Intercultural Communication: Diseño de estrategias de comunicación intercultural; comunicación para el desarrollo.

The range of interests is wide. Some topics are more practical, others more aimed at policy issues, and another more focused on theoretical issues.

e. Opinions and recommendations by professors

For a complete version of opinions see Annex 3.

1. Overall assessment of my experience. Though I have some considerable teaching experience, this was the first time I was teaching an online course, and so there is obviously a learning curve on my part. I started out not knowing much of what to expect, but overall I really enjoyed being exposed to many different perspectives and interests. Overall my teaching experience was very positive.
2. Essential support, without which I couldn't do it. Obviously, the logistical support provided by CEBEM and Mario Torres, in Canada, was an essential aspect that made the delivery of the course possible. Also, the close collaboration provided by CEBEM's course coordinator, Amelia Garret was paramount. I would like to mention this, because she was very pro-active and knowledgeable with respect to the teaching environment, in addition to providing the necessary logistical support in the online learning platform and interacting with the course participants. Overall, her expertise helped me better structure the course, and was critical throughout the teaching.
3. ... While I believe that I was effective in providing new knowledge to participants, language was a major barrier in this process. Many of the participants were not fluent enough in reading English as I had expected, which was one aspect that caught me by surprise while we were circulating the call for the course. Therefore, I had to adapt my course readings in haste as to attract participants...
4. El gran reto es pensar en estrategias que permitan a los participantes interactuar entre ellos de manera más fluida y constante (y no sólo con el docente). Es uno de los grandes retos del trabajo en línea pero también quizás una de sus grandes ventajas. Tal vez la solución sería generar equipos de discusión y reducir lecturas y tareas. No lo sé.

5. We were pleased with the level of interest. Twenty-one participants initially registered. Of these sixteen completed all requirements. Feedback from those participants who have responded to the course evaluation questionnaire is very positive.
6. Our expectations for the time and level of contributions of the participants took into account the fact that most were involved in full time work or study while doing the course. Nevertheless, we did expect that all would contribute to on-line discussions at least once a week throughout the course. Many contributed more than once per week. The quality was variable, with some participants contributing at a very high (graduate student) level and others contributing at a lower level and more passively (a few participants seemed to be contributing on occasion or even frequently without having actually read the study materials). We are however satisfied that everyone learned from the exchanges.
7. Final papers were also quite variable. Roughly half of the papers were of a high quality, which is to say they contained at least some original observations and insights relevant to advancing knowledge in the field. A few final papers were of marginal quality: in four cases we asked the authors to revise (clarify and/or add material) to their final papers in order meet minimum course requirements.

3.1.1.5. Institutional sponsorship of courses

The number of LAC sponsors has been small. Most courses have been initiated from CEBEM. Other courses, like SAS, counted on support from NGOs, universities and private sector companies⁵³. Dissemination of information about the potential of the project's model to bring visibility and expand audience may encourage other institutions to participate. Limited economic resources, priorities already set, routine institutional practices have been a major obstacle for innovation. There is not easy solution. A promising route is the incorporation of young professionals, who may be more open to change and innovation.

3.1.1.6. Language challenge

In general terms, people have difficulties to read English. There is not easy solution to this problem because translation to Spanish is very costly in terms of time and resources. Courses have been open to participation of English speaking persons that can read Spanish. The difficulties of participants to read English led to offer, when possible, in all courses Spanish literature equivalent to content of works in English. Participants were advised when most recent or better literature was in English.

Results have been few English-speaking participants, reports from participant about more time needed to read English literature, and need to give materials in Spanish. Options to dealt with English literature is to have professors proficient in English and Spanish for delivery of courses open to English speaking participants and to provide recommendations about English literature when this is the best on the topic under discussion.

3.1.1.7. Conclusions

a. Partners

⁵³ San Cristóbal Mining Co, University of San Simón (Cochabamba), Universidad Mayor de San Andrés, Swisscontact Foundation, NGO Semta, NGO Health Network Procosi.

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CEBEM upgraded its human resource capacity for course administration, marketing, delivery and evaluation. The portfolio of CEBEM's courses has expanded significantly. Human resources capacity has been expanded for delivering of training courses on SAS and other methodologies. AT CEBEM, the team of tutors has gained valuable additional years of experience and webmasters more expertise on Moodle platform.

CIC-UBC obtained experience for working in LAC. CIC produced a total of 4 courses, all of them in English. The main difficulty for capturing LAC is fees. CIC has to charge full fees – CIC functions on base of full cost recovery – according to Canadian standards.

CERLAC, CSCD, CDAS-ISID, and ISHD have been sponsors for production and delivery of on-line courses and contributed in-kind with professors' time, with one exception. Each one received funds to pay for graduate students work, data gathering, organization of forums, and course production, depending on each plan of work. In some case Canadian partners added funds obtained from internal sources. The contribution made by Canadian partners was very significant and their support made possible course production from the Canadian side.

b. Professors

Most professors – except two – learned for the first time about the potential of on-line education and courses for professional updating. Graduate students practiced for the first time on-line education, had the opportunity to discuss their thesis ideas with development practitioners, and expanded their views about potential professional audiences. Course production was a positive teaching experience.

c. Participants

In general terms, there was a very significant demand in Latin America for the short-term courses offered by the project, demonstrating the interest on on-line courses for professional updating delivered by specialists from LAC and Canada.

Professionals from diverse disciplines and background participated in the courses. Hundreds of professionals were interested - demand surpassed courses' registry capacity. There was a good representation according to disciplinary background and type of professional work. This variety enriched courses as learning and teaching experiences as diversity of participants gave rich information about diverse professional experiences.

Audiences were concentrated in the Andean region. Reach to other areas like Southern Cone, Brazil, Central America and the Caribbean was limited. One explanation is that this result reflects the geographical distribution of the newsletter's mailing list used for course advertising.

The pedagogy did not present major problems. Participants did not have much problem with Moodle platform. Results in terms of learning appear to be good. However, more attention needs to be given to participation in discussions and forums and better planning is required for dosage of lectures and other complementary activities. In the future, potential participants should be warned about the need to count on enough time in order to take full advantage of readings. Fewer activities, although more varied, are needed to improve use of course's content – bibliography and discussions. An option is to unfold some courses into two or more modules.

Good support from tutors was essential for course performance. As indicated, English is a barrier. Few participants are able to read English fluently. One course made publication of final papers prepared by participants. This practice may be an important incentive to enhance interest and use by participants.

In the special case of SAS courses, the combination of 'in-classroom' and virtual formats permitted to reach audience beyond Bolivia. Application of SAS analysis to diagnoses, social actors analyses, and planning processes facilitated closer contact with the community of practice. The web page produced on methodological tools will expand further the opportunities of discussion on methodological approaches, qualitative and quantitative tools, and epistemological perspectives.

Course administration was good in general terms but special attention needs to be given to inquiries or when symptoms of insufficient knowledge about the platform emerge. More attention needs to be given to the introductory week in order to ensure that participants know well how to use the platform.

Evaluation given by participants indicated courses were satisfactory or fully satisfactory. Utility appears to exist and knowledge needs seems to be met. Participants indicated the courses were useful to them. Most participants expressed that courses fulfilled the learning objectives. It may be assumed that knowledge updating was attained satisfactorily.

Partial scholarships facilitated to take courses. Financing solely on fees paid by potential participants is not feasible. Experience indicates that target audiences can badly pay 200 dollars as fees. More common was a payment of 150.00. In some cases this was still too much. As discussed later, there appears to be no substitute to partial subsidy.

d. Marketing

Results indicate that the project reached its target: development professionals and practitioners. The mechanism used to reach target – the newsletter – worked well, although it is needed to expand its reaching beyond the Andean region.

3.1.2. Training of graduate students

3.1.2.1. Training approach

Two self-administered short modules were produced during Phase I for the training of graduate students on on-line education and the use of Moodle platform. These modules used materials from a previous series of three courses produced by CEBEM during Phase I. The idea was to give basic conceptual orientation to Canadian graduate students who, given time limitations, were not able to take longer courses but who would be professors for on-line courses. Guidelines for course production and complete course model materials were also given. On this base, graduate students prepared the materials for their courses, with support of CEBEM's tutors who advised the students as necessary. Thus, courses were produced, teaching materials were selected and uploaded, course discussions and forums were organized, and participants were guided.

The training was successful and courses were delivered with good results as indicated by the participants' positive evaluation. Delivery of courses by graduate students is feasible despite they may not be from the beginning familiar with on-line education. This in itself is a key result for future similar experiences. Canadian and Latin American specialists and Canadian graduate students produced a set of demonstration courses, which is suitable for distribution throughout the region.

3.1.2.2. Value added to graduate training

The comment obtained from graduate students is that giving a course was a positive experience. The experience added value to their professional expertise by training them on on-line education and giving them an opportunity to discuss with professionals working on the field concepts, theoretical approaches, and experiences. Regarding the benefit of producing a course by Canadian graduate students, comments indicate that the experience:

- Expanded their professional skills;
- Contribute to their conceptual and methodological approaches; and
- Expanded the horizon of professional and academic contacts.

In the case of other professors, the experience of delivering an on-line course:

- Opened the area of virtual education, so far unknown to them
- Gave them an opportunity to know new audiences, specially practitioners

The experience is productive for professional and academic training. Participants in the courses had the opportunity to keep abreast with the most advanced theoretical approaches, research and policy results or experiences, while graduate students had the opportunity to test the training received and discuss their ideas. There is no other comparable method to obtain similar results from a wide audience across geographical and cultural boundaries.

There was also another key result. It has been demonstrated also that graduate training, professional updating, and community reach are not incompatible but rather complementary activities. The project's model can be a concrete way to obtain 'community engaged research and training' while adding value to graduate training.

3.2. Information: Development of web resources

3.2.1. Databases

The idea with databases about Canadian specialists, research centres, training programs, newsletters and other sources of knowledge was to make information about them accessible. Information existed but it was scattered across individual websites, which made difficult to explore opportunities for North-South collaboration.

The project produced databases about Canadian specialists in LAC development topics across all disciplines, all Canadian research centres, and Canadian graduate programs on the four focus themes of the project. Data was gathered also on Canadian networks, newsletters, journals, development institutions, donors, and other sources of information.

Data on Canadian specialists and programs was gathered going university-by-university, program-by-program, and CV-by-CV. The result is the most complete registry in Canada of specialists in LAC with information about their disciplines and professional and institutional characteristics.

For the case of LAC this sort of databases was attempted only in the case of the focus themes given the large number of countries to be covered. In the case of LAC the work still is incomplete and expected to be done slowly over time.

The number of visits to the project's website has grown steadily (see Tables 7 to 9). The largest number of visitors is from the Andean countries, which reflects the concentration of the newsletter's subscribers in this area. Data about frequency of visits to internal pages or sections have been gathered for 15-day periods beginning in January 2011. Data previous to 2011 are not available. There are no data on the number of times searches of databases were done. There is no data either about whether visitors found information useful and if so, for what purposes.

Databases in themselves are passive tools. The project's model attempted to combine their creation with an alert system using a newsletter in order to marketing their existence. Unfortunately not much could be done as databases were under construction at the time other project's activities – like courses and forums – were already underway. However, the experience obtained from circulation of information about Canadian courses, forums and calls, indicates a significant volume of interest – for example between 150 and 450 persons indicated interest to participate in these activities. Given that the amount of information included in databases is quite rich and that only recently they have been completed, its potential is still something to be assessed.

3.2.2. Use of databases and its usefulness

Use of databases faces several challenges: people may be unaware of their existence, format is inappropriate, searching is difficult, or they become outdated. The project faced these challenges by the following means:

- Massive communication. The purpose is to inform about the existence of databases. In this regard, there is still much work to be done. The project was short to obtain from other newsletters collaboration in order to disseminate information about the existence and usefulness of databases.
- Simplest presentation. No test has been done to see if current presentation format of databases is adequate. However, comparison with similar sort of databases in other websites indicates that current presentation is fine. No negative comments have been received.
- Search engine. This tool was designed and detailed instructions were included in the website for its use. The search engine permits searches by using key words. Preliminary tests indicate that the search engine is working well.
- Control of outdated information. Outdating of information is a permanent challenge for any database. A first step done by the project was to include a "login & password" mechanism that permits to persons included in the database self-updating of information. A second step – still to be done – is to

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remind them from time to time through special issues of the newsletter updating personal information.

3.2.3. Future hosting

A challenge will be to keep databases alive beyond the lifespan of the project. In this regard, conversations have begun with CALACS and CERLAC to take over the responsibility of maintenance and further development of databases. CALACS has a

TABLE 7. CONTENT OF DATA BASE BY TYPE OF SOURCE AND COUNTRY
(June 30, 2010)

Country	Specialists (1)	Research Centres (2)	Graduate Programs (3)
Canada	568	616	50
Afghanistan	2		
Germany	8		
Argentina	98	2	18
Austria	0	1	
Belgian	1		
Bolivia	1138	6	3
Bosnia	1		
Botswana	1		
Brazil	11	2	17
Cameron		2	
Cape Verde	2		
Chad	1	1	
Chile	14		15
Colombia	128	4	19
Costa Rica	26		3
Cuba	10		1
Ecuador	78		7
Egypt	1		
El Salvador	1	1	2
Spain	17		
USA	14		
France	2		
Guatemala	7		
Netherlands	1		
Honduras	2		
Italy	3		
Kenya	1		
Mexico	48	6	16
Nicaragua	4		
Norway	1		
Panama	2		
Paraguay	7	2	
Peru	222	4	3
Poland	3		

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Dominican Rep.	9	2	1
Russia	1		
Sweden	2		
Switzerland	1	1	
Uruguay	12	3	1
Venezuela	11		2
Total	2,459	653	158
1) 'Specialists' means persons who have worked, work or have interest in Latin American issues in any field of the sciences or humanities. (2) Research centres in all sciences and humanities in the case of Canada. (3) Graduate programs on the focus themes only: Local, regional and territorial development; Intercultural relations; Human and social development; Virtual education			

TABLE 8. VISITS TO CCD-CKD WEBSITE

	2009		2010	
Country	Number	%	Number	%
Bolivia	15,948	27.2	18,788	25.8
Peru	6,156	10.5	11,069	15.2
Colombia	5,629	9.6	7,428	10.2
USA	1,700	2.9	5,097	7.0
Mexico	4,046	6.9	5,097	7.0
Canada	4,222	7.2	4,660	6.4
Ecuador	1,818	3.1	3,350	4.6
Venezuela	4,515	7.7	3,058	4.2
Argentina	4,339	7.4	2,476	3.4
Spain	879	1.5	1,311	1.8
Other	9,381	16.0	10,486	14.4
Total	58,632	100.0	72,820	100.0

TABLE 9 VISITS TO CCD-CKD WEBSITE PAGES

	Number	Percentage
Campus virtual		
Desarrollo humano y social		
Especialistas Latinoamérica y Europa		
Postgrados Latinoamérica		
Cooperación, Conocimiento y Desarrollo		
Desarrollo local, regional y territorial		
Cooperation, Knowledge and Development		
Centros de Investigación		
Biblioteca virtual		
Centros de Investigación		
Postgrados Canada		

Graduate studies Canada		
Desarrollo local, regional y territorial		
Educación en línea		
Who we are		
Proyectos Latinoamérica		
Research Centers		
Quiénes somos		
Relaciones interculturales		
Graduate studies Latin America		
Educación en línea		
Otras		

clear mandate to this purpose, and CERLAC is interested also given its research and training activities. One example of potential use of databases is CALACS interest to explore creation of communities among its members as well as to expand membership beyond social sciences fields.

CALACS database is the only case similar to the project's databases on Canadian specialists. The databases produced by the project are more complete in terms of data and range of disciplines included. Other point of comparison is LASA database. Again, the project's databases are more complete. Databases are a good complement to the Association of Universities and Colleges of Canada (AUCC) databases, which registers only programs on Latin American studies.

3.3. Communication: Expansion of audiences

3.3.1. Newsletter

CEBEM was producing already REDESMA newsletter at the time CCD-CKD began activities. The initial idea was to produce a project's newsletter for dissemination of news about Canadian activities, projects, conferences, and publications related to Latin America. Some issues were delivered, including translation to English, but keeping regular production of a special newsletter became an excessive not sustainable work. Instead, the decision was made to include in REDESMA newsletter news about Canadian activities – using original language English or Spanish and inserting a Google translation device. Later on a section on Canadian, American and European Union activities related to LAC was created.

It was expected to count on collaboration from other Canadian newsletters in order to make visible the newsletter. Results were poor. Not much importance was given to the project's newsletter given that the project was a very new initiative. Besides, majority of news was in Spanish, which was a limitation despite the Google device.

The newsletter has good audience in LAC but limited in Canada and the North in general. Recently, a regular note is sent to LACYORK-News produced by CERLAC about the release of each new issue of the newsletter. The newsletter publishes a selection of news from LACYORK-

News. This is an option to be pursued more actively with other newsletters. In general terms, no much news is received from the Canadian partners. They do not take still full advantage of the large audience that REDESMA/CEBEM newsletter has in the region, particularly in the Andean region.

3.3.2. Profile of subscribers

A survey was conducted with a representative random sample of 400 cases for a universe of 140,000 subscribers. The questionnaire was administered over the Internet. The results were the following (see Annex 4):

- a. Country of residence
- b. Academic degree
- c. Discipline / profession
- d. Occupation
- e. Type of institution
- f. Activity of NGO

The newsletter had at the beginning of the CCD-CKD project in 2007 around 40,000 subscribers. This number increased to over 140,000 in 2011. Fifty percent of subscribers are from Bolivia – previously the percentage was seventy percent – and the rest is concentrated in the Andean countries. However, this concentration is decreasing as more subscribers from other LAC areas are registering. This growth has been the result of gradual dissemination among peers and the quoting of the newsletter's content by other newsletters. A main challenge is reaching the North.

From the Canadian side much more work is needed to expand outreach of Canadian institutions in LAC. The results obtained from calls to participate in Canadian forums and courses by using REDESMA/CEBEM newsletter indicated that there is interest from LAC side.

3.2.3. Comparison with other newsletters

In order to assess the newsletter, a comparison has been done with some other selected newsletters:

1. Boletín de la Red Virtual de Áreas Protegidas de Latinoamérica – UICN
<http://us2.campaign-archive1.com/?u=6c0f6ee4a04c3f4acdb2e4cac&id=a8e68ba56e&e=e487cd2ff6>
2. Ambientum – El Diario del Medio Ambiente
<http://www.ambientum.com/boletino/index.asp>
3. Ecoportal.net
<http://www.ecoportal.net/content/view/full/246>

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4. Red Ciencia y Desarrollo - SciDevNet
<http://www.scidev.net/alert/online/?id=D94E18A8ADB4CC0F623F7A83B1AC75B4>
5. IPSNOTICIAS
<http://www.ipsnoticias.net/titulares.asp>
6. LACYORK - the listserv of the Centre for Research on Latin America and the Caribbean at York University (CERLAC)
<http://listserv.yorku.ca/archives/lacyork.html>
7. Portal de Juventud para A.L. y el Caribe
http://groups.google.com/group/portaldejuventud/browse_thread/thread/d15bc3f004db86a7?hl=es

REDESMA/CEBEM is a newsletter devoted to disseminate information from diverse sources and disciplines. It compares well with Red Ciencia y Desarrollo and IPSNOTICIAS. It is not as sophisticated as these newsletters given that its resource base does not compare with theirs. REDESMA CEBEM is completely supported by CEBEM own resources and it is feed by news and information contributed by institutions and professionals subscribed to the newsletter. Different from many other newsletters, CEBEM's has a Google translation device, which helps despite it does not produce good translation results.

The newsletter proved to be an excellent tool for advertising courses and forums and make calls as indicated by hundreds of responses obtained. It has worked as expected as a good complement to databases and delivery of on-line courses.

3.4. Support to communities of knowledge and practice

3.4.1. Concept

A community of knowledge and practice is defined as a group of people (professionals, professors, practitioners) interested in knowing about a problem, how to deal with it, and in learning together and from one other. Participation in networks, subscription to journal and reviews, reading books and reports, participating in advocacy activities, have been means for that people to get acquainted mutually and has helped those communities to emerge and exist. Currently, the revolution of ICTs has permitted these communities to become virtual and globally accessible. This concept served as a conceptual and practical framework. It was a target towards which project activities were aimed at.

3.4.2. Identification

Experience from the project indicates that learning communities exist but as 'loosed' systems of knowledge exchanges among people, in some moments more intense than in others depending on discipline, topic or practice. These communities could be detected through courses and forums. Organization of on-line forums permitted to contact people, know about their interests, and 'create agenda' – in other words to identify topics of interest for mutual learning or research. The system of pre-registration in on-line courses permitted not only to know about potential demand but also to get acquainted with the existence of people from diverse disciplinary and institutional background interested in the topics proposed by courses, 'populations' that are accessible through massive virtual communication means – for example a potent newsletter.

Dynamics of learning communities may be reinforced through on line courses and forums. The project's methodology through a combination of communication and on-line teaching activities could contact underlying communities in almost all the topics dealt with by courses and forums. In some cases this contact was more prolonged than in others depending on how many times a particular course or forum was repeated. Actually, it was possible to obtain vivid discussions and exchange of experiences through courses and forums because learning communities were 'pre-existent' to them at to a certain point.

Some empirical evidences are:

- There were hundreds of persons of varied disciplines and professional background that are interested in specific more 'professional' or applied topics.
- Interactions and comments made by participants in courses and forums proved that there are pre-existent exchanges through on-line means and consultation with books, journals, newsletters or meetings, which could be reinforced through more systematic and persistent on-line activities.
- Observed exchanges indicated that on-line courses and forums could be excellent means for updating knowledge while serving as a sort of 'reality check' for professors and graduate students.

These evidences indicate that on-line learning communities may be promoted or strengthened *if* leadership is provided through forums, on-line training activities, or timely communication about emerging issues. Intellectual and advocacy leaders, training graduate programs, research centres, think-tanks, networks, or NGOs have played this role in the past and continue to do it so. The novelty is that the project's model provides them with a path to reinforce that role by recurring to a combination of on-line courses, communication and use of databases.

Experience with courses and forums indicates the following factors facilitate to contact communities of knowledge and practice:

- Supply of high quality knowledge products capable to attract attention and interest of professionals.
- Frequent communication through use of newsletters with wide coverage.
- Existence of websites designed to host activities and products of communities of knowledge; in this case self-administration mechanisms by users are a key resource⁵⁴.

Factors that prevent reaching communities appears to be:

- The 'loose' character of communities of knowledge and practice, which makes difficult to contact them – mailing lists, registers or directories are not usually available, even non-existing.
- Deficient inclusion of audiences when some sort of registry exists

⁵⁴ CEBEM developed a website with these characteristics 'Red de Aprendizaje para la Conservación (RAC)', which has been taken as a model for another project connected to CCD-CKD project aimed at testing a methodology for building communities of knowledge and practice (see <http://rac.cebem.org/>)

- Lack of or difficult access to communication means

3.4.3. Participation of networks

A way to contact, develop or strength communities of knowledge experimented by the project was to include as potential partners two networks: CCEDNet and RIPPET.

RIPPET is a network made up by some 40 graduate training programs from Mexico, Colombia, Argentina, Spain, Uruguay, Chile and Brazil. CEBEM operates as its General Coordination. RIPPET's members meet every 1-2 year period to discuss issues related to exchanges, curriculum development, accreditation, and dissemination (<http://rippet.cebem.org>) The Canadian Community Economic Development Network (CCEDNet) is a national member-led organization committed to strengthening Canadian communities by creating better economic opportunities and enhancing environmental and social conditions. In 2009, The Canadian CED Network has celebrated 10 years of supporting sustainable, community-driven solutions to local and global challenges. Since incorporation in 1999, the Network has attracted hundreds of members from across Canada.

CCEDNet organized four forums with participation of Canadians and Latin Americans on topics related to intercultural relations and youth. These activities were successful. However, it did not contribute to a significant expansion of the Canadian audience. Unfortunately, departure of the CCEDNet person member of the project's team prevented to continue follow-up activities.

RIPPET has had a limited role. Collaboration of a Mexican program was obtained only for SAS courses. RIPPET major contribution has been facilitation of the first project's workshop. This was a meeting organized with support of Colombian universities, some of them members of RIPPET, and other local organizations of the "Eje Cafetero" in Manizales. The Colombian institutions contributed with funds, which facilitated the Canadian partners to attend the meeting.

Later on in the life of the project, there was opportunity to participate in the Global Alliance for Community Engaged Research (GACER)⁵⁵ activities. Presentations have been made at its meetings highlighting that updating of professionals, as proposed by the model and pursued by the project, can be also a means to feedback university curriculum and community needs. Courses conducted by the project can be an effective way to test theories, approaches and research results that made the content of universities courses while at the same time fulfilling learning needs of local communities.

3.5. Opening of Canadian universities to LAC region

It is not possible to prove if as a result of the project activities visibility of Canadian universities has increased. However, it may be reasonable to assume that more visibility has been obtained given the number of visits to the CCD-CKD website, which increased from zero to more than 90,000 between early 2007 and March 2011.

Another possible indicator of visibility is the interest on on-line courses given by Canadian professors and graduate students. There has been a large demand in Latin America to

⁵⁵ GACER website <http://communityresearchcanada.ca/?action=alliance>

participate in on-line forums and calls coordinated by Canadian institutions with proven positive results. This is the first time this sort of courses have been open to professionals, specialists and practitioners in the region. Hundreds of persons have had the opportunity to be acquainted with the existence of Canadian expertise.

3.6. Cost recovery

Cost recovery is a key issue to assess the financial applicability of the “Structuring Model”. Courses, newsletter, databases and graduate student training were examined. The analysis assumes that the pre-conditions of the model are in place. Therefore, the costs of creating a database, a learning platform or a newsletter, and training tutors and other support personnel are not included.

The following items have been considered:

- a. Coordination. It includes estimated hours for selection, supervision, follow-up, quality control, and evaluation by an experience professional.
- b. Programming. Administration of software, problem solving of use of Internet resources, uploading of virtual materials, and other activities that make courses, delivery of newsletter, and functioning of databases possible.
- c. Communication. Preparation of advertising and marketing materials
- d. Administration. Mailing, accounting, and secretarial services
- e. Tutor. Specialist for course organization and assistance to professors
- f. Professor. Honoraria for course production and delivery for first time (2,500) and delivery for a second time (1,000) by a LAC professional
- g. Production of newsletter. Routine feeding with incoming news
- h. Design of newsletter. Includes sending news to other newsletters
- i. Information gathering. Routine data collection to feed databases
- j. Processing of databases. Uploading information and routine quality control
- k. Student stipend. Honoraria paid to graduate students for course production.
- l. Overhead

The amounts indicated are based on CEBEM experience.

In the case of courses two modalities have been examined:

- Delivery of courses based on pay per services (courses are paid individually)
- Delivery of courses based on permanent staff (courses are produced by a permanent team)

The main conclusions are:

- a. Newsletter, database maintenance, and training of graduate have no cost recovery because these products are offered free.
- b. Courses may have a significant cost recovery depending on how many times they are delivered.

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- c. Subsidy is necessary from the institutions involved or by an external funding source.
- d. Stipend to graduate students may be fully recovered because this is paid for course production, and this cost is recoverable through fees paid by participants.

Although subsidy is required, the model has a significant potential for cost recovery. It may be argued that it is more efficient than other models that assume 'in-room classroom' modality for training. In addition, it has a potential to be a source of financial support to graduate students. Assuming that pre-conditions exist, the model may add value to existing resources and activities.

TABLE ILLUSTRATION OF POTENTIAL COST RECOVERY

Modality	COURSES					
	PAY PER SERVICE					STAFF
	New Course	8 new courses	Repeated course	8 repeated course	TOTAL	TOTAL
Coordination (10/6 hrs)	500.00	4,000.00	300.00	2,400.00	6,400.00	12,000.00
Programming (10 hrs)	400.00	3,200.00	400.00	3,200.00	6,400.00	12,000.00
Communication (5 hrs)	200.00	1,600.00	200.00	1,600.00	3,200.00	6,000.00
Administration (5 hrs)	200.00	1,600.00	200.00	1,600.00	3,200.00	4,800.00
Tutor (50 hrs)	1,200.00	9,600.00	1,200.00	9,600.00	19,200.00	36,000.00
Sub total	2,500.00	20,000.00	2,300.00	18,400.00	38,400.00	70,800.00
Professor LAC / course	2,500.00	20,000.00	1,000.00	8,000.00	28,000.00	28,000.00
Sub total	5,000.00	40,000.00	3,300.00	26,400.00	66,400.00	98,800.00
Overhead 10%	500.00	4,000.00	330.00	2,640.00	6,640.00	9,880.00
TOTAL	5,500.00	44,000.00	3,630.00	29,040.00	73,040.00	108,680.00
Cost /student (20)	275.00		181.00		228.00	340.00
Cost / course	5,500.00		3,630.00		4,565.00	6,800.00
Fees / student @ 150	3,000.00		3,000.00		48,000.00	48,000.00
Cost recovery	(2,500.00)		(630.00)		(25,040.00)	(60,680.00)

GRADUATE TRAINING Cost per student		
	Canada	LAC
Coordination	300.00	300.00
Professor / advisor	0.00	0.00
Student stipend	4,000.00	2,000.00
Tutor (10 hrs)	240.00	240.00
Subtotal	4,540.00	2,540.00
Overhead 10%	460.00	260.00
	5,000.00	2,800.00

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TOTAL		
NEWSLETTER		
	Cost per issue	12 issues
Coordination	50.00	600.00
Programming	30.00	360.00
Production	50.00	600.00
Design	50.00	600.00
Sub total	180.00	2,160.00
Overhead 10%	20.00	240.00
TOTAL	200.00	2,400.00

DATABASE MAINTENANCE		
	Month	12 months
Coordination	100.00	1,200.00
Programming	200.00	2,400.00
Information Gathering	200.00	2,400.00
Processing	200.00	2,400.00
Subtotal	700.00	8,400.00
Overhead 10%	70.00	840.00
TOTAL	770.00	9,240.00

4. DISCUSSION

4.1. Achievements and gaps

4.1.1. Usefulness of the 'Structuring Model'

The 'Structuring Model' performed well as a heuristic and practical instrument of knowledge management. Results obtained by the project – expected under the model – indicate (1) there is a niche of intervention related to unmet needs for professional updating, (2) synergies between training and communication activities are key to reach wide audiences, and (3) on-line education is a powerful mean for knowledge management. The model served to guide the project activities towards North-South and South-South activities for mutual learning, mutual communication, and information about the existence of knowledge sources. Results indicate the model points out to a right direction because it was possible to convene diverse partners and beneficiaries in courses and forums; integrate information about diverse knowledge sources in an accessible way by using Internet means (the project's website is a good hub); apply a

constructivist pedagogy perspective to on-line courses; generate learning opportunities for all participants – professors, graduate students, professionals, and users of databases and newsletters; and approach communities of knowledge and practice.

The more ambitious goal to put on the table of higher education institutions, development agencies, and networks a fully mature model using ICT's for innovative knowledge management supported by the experience of LAC and Canadian institutions on how to improve graduate training while meeting knowledge updating needs of development professionals, is still to be reached. However, along the project development it became clear that the model could produce not only good results at the short term but also contribute to building a bridge between higher education institutions, on the one side, and communities, development programs and projects on the other. Counting on further interest and support from partners and donors, the model can generate clear opportunities for innovating higher education, professional updating, and mutual learning among diverse communities of knowledge.

4.1.2. Validity of project objectives

In a few words, the project objectives were reached in important extent. Expected products were attained, except for the case of a functioning self-administered system of information. Actually, the mechanisms for the system were created but there was no time to practice them with communities of interested people or with institutions. The Internet-based information and communication services were created – they may be examined in the project's website⁵⁶ – 14 courses were produced, courses were delivered a total of 27 times, 11 professors participated including 6 Canadian graduate students, 5 Canadian and 4 LAC institutions were sponsors, 4,559 persons indicated interest in the courses and 430 persons registered and almost all of them finalized the courses. These results match well with the project objectives and the orientation provide by the model. On this base it is possible to indicate the project objectives were valid. However, some comments on these quantitative results are needed.

The objectives of the project were pursued through a span of offerings in the areas of training, information, and communication. The offering although complex to build at the beginning, was necessary for the appropriate application of the model. Focus on courses only without support of a massive communication means would has prevented effective advertising and visibility. More even, massive communication facilitated to approach communities of knowledge and communities of practice, which as indicated before are informal and scattered across countries, disciplines and professional areas of practice. Unfortunately, interaction with databases was limited because they were under construction at the time courses were produced. There is much to attain by putting much more attention to use of databases and virtual libraries by participants of courses. Databases have a great potential for identification of learning communities, organization of forums, conducting consultancies, and bringing visibility, particularly if combined with a massive communication strategy and on-line courses.

A pro-active approach to persons and institutions consisting of meetings, discussions, extensive explanations, and visits was indispensable for obtaining participation. The creation of tools as proposed by the model and wider communication about their existence was not enough to produce interest, collaboration and partnership activities. Simple publication is not sufficient, in

⁵⁶ <http://ccd-ckd.cebem.org>

some cases results have been very positive; in other cases there were none results due to internal difficulties in the institutions or networks approached. Actually, none negative response or criticism was given to the project idea. The comment received always has been that the project proposes something new and needed. The difficulty has been that the model proposes an innovative practice that, as is the case with any innovation, requires to be very well understood. One example is the case of on-line education. Most persons and institutions are used to work with “in-room” modalities and are not familiar with on-line education. Besides, people and institutions although motivated do not have always the money or time to participate or invest in innovation. In general terms, the project has proved that a new way of working, learning and sharing knowledge between North and South may exist.

4.1.3. Performance and usefulness.

Regarding the project administration, an experimental and decentralized project requires flexibility and timely communication especially when there are several partners distributed in a wide geographical region. Organization of the project was based on separated work plans, which facilitated each partner flexible execution, and fitting diverse timing and administrative procedures. Partners like CEBEM or the ISHD, given their smaller size, were more flexible and faster to respond to emerging opportunities while university centres had to follow more complex procedures. This situation caused sometimes delays but there were no much options; eventual inconveniences cause by this situation were offset with intensive use of ICTs – a key resource for a decentralized project – by the project’s coordination, which facilitated close contact and good coordination with all partners.

It seems that distribution of responsibilities fitted well the nature of the project. The distribution of resources was not thin for the type of project. Phase II did not require to give more funds to each partner because the purpose was to develop experience and good quality results – quantity of outputs was not a concern. In the future, this initiative may require less dispersion of resources among partners – perhaps one or two leading institutions – but at the same time enough flexibility to allocate resources to different partners, particularly in LAC.

Performance in the case of outputs is variable depending on the case and whether cost and benefit or usefulness is looked at. On-line courses had excellent results. The problem is, as the financial analysis indicates, that courses will need some subsidy. Raising fees would lose the target audience. The subsidy will need to be higher in the case of Canadian professors and graduated students because their fees are higher than fees for LAC professors and students.

Promotion of collaboration for the design, exchange, adaptation, and delivery of short online courses for professional updating and development was obtained with the exception of course adaptation. ‘Course adaptation’ means to take an online course delivered from the North (or South), and produce a version for the South (or North). It was not easy to find cases for adaptation, which discouraged to pursue this purpose. Besides, the production of new courses was given much more attention. The option of course adaptation needs to be examined further because Northern audiences – except those interested in specific LAC issues – may not be interested in courses for updating of professionals in the South. On the other hand, Northern

courses fees are too expensive for the South, which puts a serious limitation to get access to them.

Short-term courses for professional updating delivered across cultures did not appeared to be unduly impeded by cultural and language barriers when conceived and delivered with the appropriate pedagogical methodology. The production of courses by Canadian graduate students and professors was accomplished with very good results. In the case of LAC there was not a proactive approach as in Canada to call participation of graduate students for production of courses. Most attention was put on obtaining good quality courses and this implied to look mainly for the participation of well recognized professors. However, this is an avenue to explore further as LAC graduate students may represent as a good human resource source as they are in Canada.

According to evaluation done by participants, the courses have been useful. The continuous demand of courses has been taken as an indication that they make a difference in knowledge and practice. This enduring demand of courses produced by specialists – who have been assumed, given their credentials, to be experts and knowledgeable of practice and policy in their fields – has been the base to be confident that courses meet a need. Focus on development practitioners and professionals working in non-academic environments should continue to be the main focus of future activities. There is a clear niche and opportunities for updating professional training.

The topic of accreditation has been omitted purposely by the project. Credit recognition is an issue extremely complex due to institutional barriers, extensive negotiations needed to reach agreements, and financial implications involved. On the other hand, it appears that professional and practitioners taking the courses are not interested in credits but in obtaining useful knowledge. The project gives only a diploma of recognition for participation and completion of the course on behalf of the sponsoring institutions. The prestige of the diploma depends on the number and / or profile of sponsors.

Other outputs, like a newsletter or databases, have a satisfactory performance despite both will require subsidy too because subscription to newsletters and access to databases or virtual libraries are free. CEBEM charges a fee for special issues, but this represent a small contribution to sustainability of the newsletter and by no means is a solution. Performance of the newsletter in terms of reaching the region as a massive communication tool has been excellent despite that CEBEM/REDESMA newsletter serves mainly Bolivia and the Andean countries. An option to deal with this limitation could be to reaching agreements for mutual exchange of information with other newsletters in Canada and LAC that cover well other regions. This avenue was not much pursued during the project life.

Databases have resulted to be a good product, unique and potentially very useful. However, it is not enough to indicate that databases exist and are good. It is necessary to promote the

benefits of using them. In this regard, one option is to recur to existing newsletters in order to give information about activities of communities identifiable through searches in the databases. It is hope that CALACS will assume this task.

4.1.4. Sustainability

Personal commitment with this initiative is essential. Institutional commitment is necessary. Financial support is indispensable as some subsidy is necessary. This initiative looks in the long term to innovate how knowledge is shared and learning is done. The idea is not to obtain a series of products but to introduce a practice.

Results indicate that people and institutions can obtain returns not in terms of profit but in terms of more visibility, expanded market for recruitment of students, increased research opportunities, more capacity to reaching communities of knowledge and practice, and a limited but significant cost recovery than other partnership models. This could make its funding attractive to universities, development banks and donor agencies. The model is not to render necessarily benefits at the short term but in the long term.

A key element is the involvement of young professors. They have the best disposition to learn and commit to new enterprises. They are also the best guaranty that the idea will survive beyond extinction of any financial or institutional support. A diversified institutional support for sponsoring courses, assuming development and administration of databases, and exchanging information among newsletters – as an extension of current activities or interests – is a second fundamental element for creating practice. Finally, although no less important, is financial support.

There is no substitute to some subsidy although in the medium term, courses repeated more than twice could recover a percentage of total costs. This is valid whether these activities are financed through a “pay per service” or a “permanent staff” modality for delivery of courses, production of newsletter, or maintenance of databases. The option “pay per service” is less costly but risks lack of continuity. Eventually a combination of both modalities could be the best option.

4.2. Challenges and Opportunities

4.2.1. Innovating knowledge management

The initiative expressed in the model and projects for Phase I and II point out to a proposal of knowledge management for the benefit of thousands of professionals while attempting to make a bridge between North and South communities of knowledge and practice.

The model, based entirely on ICTs, has permitted to overcome institutional, geographical, and cultural barriers. Courses, forums, newsletter, and databases are accessible with no limitation except Internet connection. The project’s experience indicates that ICTs in combination with a pedagogical approach, information and communication tools can empower communities of knowledge and practice. Results indicate also that systematic and accessible information and timely communication about academic and research institutional and human resources are key

to improving mutual visibility and collaboration between Canadians and Latin Americans involved in development and other knowledge-based work.

The critical element is to obtain synergies among training, communication and information activities as the model proposes. The idea is not to have a collection of activities under a common title. The idea is to have activities that reinforce one another. The challenge is that people is used to conceptualize communication, information and training as self-containing activities. However, ICTs and new software development make possible rich interactions, synergies and complementarities among them not imagined before. Unfortunately, common practices are still prisoner of former frameworks, like 'in-room' teaching modalities, and institutional traditions appear almost as insurmountable barriers.

Having said the above, ICT resources are not enough despite their potential. Communities of knowledge and practice need animators, people and institutions interested for some reason in the creation of agenda, promotion of new activities, and securing impact. Results from courses and forums indicate that those communities 'pre-exist'. The challenge is to connect well with and offer them a relevant working agenda on the base of a feasible model of work.

4.2.2. Professional updating

There is a well-identified need for professional updating in LAC especially in the case of development practitioners and graduates from small and provincial higher education institutions. Results from the project have provided with evidence that a niche for intervention exists. And it exists not only for knowledge updating but also for innovating graduate training and expanding opportunities for community engaged learning, teaching, and research. The potential is beyond the strict limit of a course or forum.

The project's model contributes to professional updating by giving, on the one hand, opportunity to professionals to accessing short-term, low cost courses on key issues while, on the other, opportunity to professors and graduate students to checking new ideas, approaches and research results. Courses were produced on the base of interests of professors contacted by different means. However, there is no need to continue operating on this way. A more proactive strategy is possible in order to develop a portfolio of courses with potential to complement graduate training programs, explore new research programs, or assess policy initiatives. No doubt this will require extensive consultation and discussion but it could provide with knowledge about potential utility and impact of new initiatives. A way to improve outcomes is timely consultation with project operators, program administrators, private sector groups, academic specialists, key research centres and graduate programs, and selected GROs.

Exchanges between community experiences and higher education training programs for purpose of curricula development may be greatly enhanced. Courses with participation of professionals and practitioners may provide a 'reality check' to curriculum content and research initiatives. What in past years required travel and 'in person' meetings, can be obtained now in a virtual room if there is a good pedagogical methodology. It will not be easier, but certainly it is more feasible and accessible than moving people across countries. Graduate training can obtain added value by giving students opportunity to contact professionals, policy makers, academics and practitioners on the field.

4.2.3. Partnering

Institutions wishing to increase visibility may resort to a strategy aimed at exchange of information using diverse newsletters; a combination with on-line courses is not excluded.

In important extent, how the 'Structuring Model' may be used depends on what the institution would like to do. Regarding the current CCD-CKD partners, benefits may be obtained by:

- Developing a program for graduate students wishing to learn about on-line education and on-line course production, or to check ideas or approaches with professionals and practitioners.
- Using the databases on Canadian experts for development of knowledge communities. This idea is under discussion with CALACS.
- Use the newsletter – or a strategy combining services from various newsletters – to advertise about on-line courses, research activities, request for collaboration, visits, or other initiatives they wish to undertake in LAC.
- Exploring through joint course development with Southern institutions, partnerships for purpose of curriculum or research proposal development.

Key issues regarding partnering in the future are:

- Identification of partners with a capacity to replicate CEBEM's role in other areas of the region: Southern Cone, Brazil, Central America, and the Caribbean.
- Inclusion of partner institutions with a capacity to deliver on-line courses in areas not well covered, which appears to be the best solution to reach areas beyond the Andean region.
- Identification of networks to collaborate with dissemination, information and communication activities among target audiences.
- Obtaining collaboration from other newsletters for implementation of a wider communication strategy.
- Identification of leading graduate programs to identify graduate students interested in on-line education activities.

Benefits will depend on the purpose of institutional agendas. In general terms, graduate training programs wishing to give their students an early contact with the professional environment or checking thesis or research ideas, may resort to on-line courses or forums. Partnership with other institutions may expand the range of options or opportunities for course development. In this regard, the strategy for selection of partners in LAC produced good results.

ANNEX 1

TABLE 1 **COURSE GENDER LEADERSHIP AND INTERCULTURALITY**
(LIDERAZGO EN CLAVE DE GÉNERO E INTERCULTURALIDAD)

DISTRIBUTION OF INTERESTED PERSONS (I) AND REGISTERED PARTICIPANTS (R) BY COUNTRY AND DISCIPLINE

Country	I	%	R	%
Bolivia	199	50.4	15	51.7
Peru	59	15.0	4	13.9
Colombia	31	7.9		
Ecuador	25	6.3	4	13.9
Mexico	21	5.3		
Argentina	17	4.3		
Spain	10	2.5		
Chile	7	1.8		
Brazil	4	1.0		
Paraguay	4	1.0		
Costa Rica	3	0.7		
Uruguay	3	0.7		
Venezuela	3	0.7		
Honduras	2	0.5	1	3.4
Austria	1	0.3		
El Salvador	1	0.3	2	6.9
Dominican Rep.	1	0.3	1	3.4
Guatemala	1	0.3	1	3.4
Nicaragua	1	0.3	1	3.4
Panama	1	0.3		
Total (4)	394	100.0	29	100.0

Discipline	I	%	R	%
Communication	27	8.3	1	3.8
Journalism	3	0.9		
Linguistics	1	0.3		
Agronomy	17	5.2	2	7.7
Forestry	3	0.9		
Zootechnics	1	0.3		
Veterinary	4	1.2		
Education	32	9.9	2	7.7
Law	35	10.9	5	19.3
Public Administration	2	0.6		
Anthropology	8	2.5		
Sociology	16	4.9	2	7.7
Political Science	17	5.2	1	3.8
Economy	18	5.6	2	7.7

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Accounting	11	3.4		
Business Administration	19	5.9	2	7.7
International Relations	5	1.5	1	3.8
Tourism	1	0.3		
Human Resources	7	2.2		
Psychology	25	7.7	2	7.7
Social Work	16	4.9	1	3.8
Health Sciences(1)	13	4.0	4	15.5
Biology	6	1.9		
Engineering (2)	6	1.9		
Architecture	4	1.2	1	3.8
Environment	1	0.3		
Regional development	8	2.5		
Geography	2	0.6		
Informatics	6	1.9		
Library Sciences	1	0.3		
Other disciplines (3)	9	2.8		
Total (4)	324	100.0	26	100.0

(1) Odontology ,Obstetrics, Nutrition, Public Health

(2) Engineering, Civil Engineering, Industrial Engineering

(3) History, Planning, Philosophy, Conflict resolution, Secretary studies

(4) Differences in total figures are due to incomplete information

TABLE 2 COURSE MIGRATION, REMITTANCES AND DEVELOPMENT

DISTRIBUTION OF INTERESTED PERSONS (I) AND REGISTERED PARTICIPANTS (R) BY COUNTRY AND DISCIPLINE

Discipline	I	%	R	%
Communication	8	5.9		
Journalism	1	0.7		
Agronomy	3	2.2		
Forestry	1	0.7		
Veterinary	3	2.2		
Education	5	3.7	1	4.8
Law	11	8.1		
Philosophy	1	0.7		
Anthropology	3	2.2	1	4.8
Sociology	20	14.8	2	9.5
Political Science	4	2.9	1	4.8
Population / Demography	7	5.1	2	9.5
Economy	23	17.0	6	28.5
Accounting	3	2.2		
Business Administration	1	0.7	2	9.5
Statistics	1	0.7		
International Relations	17	12.6	3	14.3
Psychology	5	3.7	3	14.3
Social Work	3	2.2		
Health Sciences (1)	1	0.7		
Biology	1	0.7		
Engineering (2)	2	1.5		
Environment	4	2.9		
Regional development	8	5.9		
Total (4)	136	100.0	21	100.0

Country	I	%	R	%
Bolivia	61	40.9	8	36.5
Peru	23	15.5		
Mexico	16	10.7	3	13.7
Colombia	10	6.7		
Ecuador	8	5.4		
Spain	4	2.7		
El Salvador	4	2.7	2	9.1
Guatemala	4	2.7	1	4.5
Costa Rica	3	2.0		
Argentina	3	2.0	2	9.1
USA	2	1.3	1	4.5
Italy	2	1.3		
France	2	1.3	1	4.5
Paraguay	2	1.3	2	9.1

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Germany	1	0.7	1	4.5
Chile	1	0.7		
Honduras	1	0.7	1	4.5
Dominican Rep.	1	0.7		
Venezuela	1	0.7		
Total (4)	149	100.0	22	100.0

- (1) Odontology ,Obstetrics, Nutrition, Public Health
- (2) Engineering, Civil Engineering, Industrial Engineering
- (3) History, Planning, Philosophy, Conflict resolution, Secretary studies
- (4) Differences in total figures are due to incomplete information

TABLE 3 COURSE ON ENERGY AND DEVELOPMENT

DISTRIBUTION OF INTERESTED PERSONS (I) AND REGISTERED PARTICIPANTS (R) BY COUNTRY AND DISCIPLINE

Country	I	%	R	%
Bolivia	65	36.6	4	26.6
Peru	43	24.3		
Colombia	23	13.0	4	26.6
Ecuador	26	14.7	4	26.7
Mexico	4	2.2	1	6.7
Argentina	7	4.0	1	6.7
Spain	1	0.6		
Chile	4	2.2		
Brazil				
Cuba	1	0.6		
Venezuela	1	0.6		
Costa Rica				
Uruguay				
Paraguay				
Honduras				
El Salvador	1	0.6	1	6.7
Dominican Rep.				
Guatemala				
Nicaragua				
Panama				
France	1	0.6		
Total (5)	177	100.0	15	100.0

Discipline	I	%	R	%
Communication	3	1.8		
Journalism				
Linguistics				
Agronomy	23	13.4	1	6.7
Forestry	10	5.8	1	6.7
Zootechnics	6	3.5		
Veterinary	2	1.2		
Education	3	1.8		
Law	5	2.9		
Public Administration	1	0.6		
Anthropology	2	1.2		
Sociology	6	3.5		
Political Science	1	0.6	1	6.7
Economy	18	10.5	2	13.3
Accounting				
Business Administration	8	4.7		

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International Relations				
Tourism				
Human Resources				
Psychology				
Social Work	1	0.6		
Health Sciences (1)	3	1.8	1	6.7
Biology	8	4.7		
Engineering (2)	17	9.9	4	26.6
Architecture	6	3.5		
Environment	28	16.4	5	33.3
Regional development (3)	4	2.3		
Geography	1	0.6		
Informatics	4	2.3		
Library Sciences				
Chemistry	11	6.4		
Other disciplines (4)				
Total (5)	171	100.0	15	100.0

- (4) Odontology, Obstetrics, Nutrition, Public Health
- (5) Engineering, Civil Engineering, Industrial Engineering
- (6) Includes environmental engineering
- (7) History, Planning, Philosophy, Conflict resolution, Secretary studies
- (5) Differences in total figures across tables are due to incomplete information

TABLE 4 COURSE ON SOCIAL VULNERABILITY, SEXUAL AND REPRODUCTIVE RIGHTS

DISTRIBUTION OF INTERESTED PERSONS (I) AND REGISTERED PARTICIPANTS (R) BY COUNTRY AND DISCIPLINE

Discipline	I	%	R	%
Communication	21		1	7.1
Journalism				
Linguistics	2			
Agronomy	4			
Forestry	3			
Zootechnics	1			
Veterinary	1			
Education	26			
Law	29		2	14.4
Public Administration	1			
Philosophy				
Anthropology	18		1	7.1
Sociology	29		2	14.4
Political Science	4		1	7.1
Population/Demography			1	7.1
Economy	11		1	7.1
Accounting				
Business Administration	10		1	7.1
Statistics				
International Relations	1			
Tourism	3			
Psychology	40		3	21.5
Social Work	18			
Health Sciences (1)	52		1	7.1
Biology	6			
Engineering (2)	5			
Architecture	2			
Environment (3)	4			
Regional development				
Geography	1			
Informatics	6			
Other disciplines (4)	4			
Total (5)	302		14	100.0

Country	I	%	R	%
Bolivia	138	42.3	11	68.7
Peru	60	18.4	2	12.4
Mexico	17	5.2		
Colombia	49	15.0		
Ecuador	14	4.3		
Spain	5	1.6	1	6.3

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El Salvador				
Guatemala	1	0.3		
Costa Rica				
Argentina	12	3.8		
Nicaragua	2	0.6		
Paraguay	1	0.3	1	6.3
Mexico	1	0.3	1	6.3
U.K.	1	0.3		
Uruguay	2	0.6		
Chile	14	4.3		
Honduras	3	0.9		
Dominican Rep.	2	0.6		
Brazil	3	0.9		
Aruba	1	0.3		
Total (5)	326	100.0	16	100.0

- (1) Odontology, Obstetrics, Nutrition, Public Health
- (2) Engineering, Civil Engineering, Industrial Engineering
- (3) Includes environmental engineering
- (4)** History, Planning, Philosophy, Conflict resolution, Secretary studies
- (5) Differences in total figures across tables are due to incomplete information

ANNEX 2

QUALITATIVE EVALUATION OF COURSES

1. Self- evaluation of performance

Regular. Trabajar a tiempo completo dificulta la participación, cuando se tienen tiempos apretados y mucho material.

Regular, tengo problemas con muchos conceptos nuevos.

Para el tema tratado es necesario leer documentos actualizados y con diferentes posiciones como los que nos proporcionó el docente. En lo personal, busque leer todo lo recomendado, lamento que me haya faltado tiempo para las lecturas adicionales, las cuales me reservo para después. Por la carga de trabajo en la oficina y de actividades en la casa, no fue posible estudiar en las condiciones óptimas recomendadas en la primera unidad, pero aún así logré involucrarme de manera satisfactoria con relación a las expectativas que tenía del curso

Considero que mi desempeño en el curso fue satisfactorio. Conseguí entregar todas las tareas a lo largo del curso sin retraso y todos los temas tratados fueron de mi interés, lo cual me motivó a trabajar.

Al principio un poco retrasada pero luego aprendí mucho, fue necesario imprimir las lecturas para poder llevarlas mientras salía de casa o viajaba.

Esta es la primera experiencia que tengo en este tipo de cursos y la verdad me costó bastante mantener un hilo conductor sobre mis responsabilidades con el curso. No contar con Internet en casa puede que haya sido un factor importante para no enviar o realizar a tiempo varias tareas pero creo que tengo bastantes lecciones aprendidas al respecto. Participar en los foros también ha sido bastante difícil para mí por el tiempo extra que debía dedicar a la lectura de los comentarios de las otras participantes, sin embargo he intentado ser lo más concreta posible en mis intervenciones.

He estado muy interesada en todos los temas cubiertos, y me ha costado más de lo que pensaba trabajar en forma escrita, mis trabajos escritos necesitan de más estructura y manejo académico en general. La lectura de los artículos obligatorios me llevaron tiempo, encontraba que debía terminarlas lo más rápido posible antes de las fechas de entregas de ejercicios.

Creo que he cumplido con lo básico incluso aportando algunos datos de mi país que los indagué promovida por el interés que me produjo el curso, pero siempre pienso que podría haber logrado más reflexiones sobre las lecturas.

Considero que realicé las actividades asignadas. Si embargo, siento que me queda material para volver a analizar y profundizar más en el tema.

Creo que puse de mi parte para el desarrollo del curso, pude haber hecho más, pero por razones de tiempo muchas veces, si no es que casi siempre, termine haciendo las cosas a última hora.

Considero que mi desempeño fue bueno en la medida que pude revisar toda la documentación y realizar los ejercicios. Esto me fue posible gracias a una accidental disminución de mis tareas cotidianas.

Muy pobre, sobre todo por estar en épocas de clase.

Considero que fue regular.

2. Opinion about the course

- On content

El curso, en general, me pareció muy interesante. De hecho lo seleccioné porque es un tema en el cual nunca había profundizado, excepto algunas cosas como biofuels, por ser participante de desarrollo rural, y algunas otras energías

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alternativas por estar relacionadas a la investigación sobre cambio climático, pero nunca desde la perspectiva de la energía en sí misma. Me sorprendieron conceptos como: eficiencia e intensidad, que no comprendía muy bien y tuve que buscar bibliografía adicional para estar segura de cómo utilizar estos conceptos.

En general me gustó que se pudieran incorporar diferentes lenguajes para las lecturas como para los comentarios, sin que esto fuera una limitante ya que vivimos en un continente diverso.

Los contenidos me parecieron suficientes, sin embargo, ya que se está hablando de políticas públicas me parece fundamental que se pudieran abordar temas de geopolítica en Latinoamérica. Cada país toma una línea diferente de acuerdo a sus intereses y esta corresponde invariablemente a las formas en las que se acomoda el capital financiero.

El curso está bien organizado, va por partes e introduce la economía ecológica de a poco y la va desarrollando a una escala más amplia a medida que avanza el curso, me parece q la información es muy completa aunque todo esto es un tema muy amplio,

El curso puede decirse que fue muy completo y valoro la capacidad de los profesores para establecer el glosario en la forma más comprensible posible y en su dedicación al mismo.

Algunos temas fueron muy generales (de conocimiento de prácticamente todos los participantes). En los textos hubo algunas ambigüedades e incluso errores.

Me parece un curso muy bueno, sobre todo práctico, que permite que un profesional conozca la problemática relacionada al cambio climático, y a partir de ello pueda sentirse motivado a incrementar sus conocimientos y aplicarlos desde su posición laboral para enfrentar adecuadamente los impactos y desafíos que plantea el cambio climático.

El curso es bueno pero requiere mayor profundidad en muchos aspectos y mejor trabajo tanto teórico como, casos aplicativos, que se refuercen mutuamente.

- On organization

Considero que la parte de coordinación del curso estuvo débil, le faltó más acercamiento, explicación y acompañamiento a los alumnos sobre el funcionamiento del campus virtual y del curso; y en mi caso cuando busqué ayuda vía telefónica, no tuve una respuesta adecuada a mis preocupaciones, creo que falta un poco más de experiencia, cordialidad, involucramiento e interés del coordinador en el desarrollo de este tipo de cursos. Además, hacerles notar que se debe ser más claros cuando se pide al CEBEM información sobre la cantidad de tiempo aproximado que se requiere dedicar al curso y de los requisitos en términos de plazos y trabajos a entregar durante el desarrollo del mismo. Para la gente que trabaja no es muy sencillo cumplir con las exigencias de la docente, y seguramente para la gente que es responsable es importante saber con más detalle estos aspectos antes de inscribirse al curso.

Creo que con un poco mas de tiempo del curso podríamos haber obtenido opiniones muy completas. El tiempo para el desarrollo me pareció un corto para cumplir todos los requisitos

Creo que tendría que ser más extenso dado la dimensión analítica que se aborda.

Es un curso muy interesante y novedoso, aunque me pareció muy corto para la cantidad de temas planteados y admito que me hubiera encantado profundizar sobre muchos temas. Recomendaría la ampliación de los módulos a unos 10 días cada uno.

Pienso que se podría realizar un curso de continuación sobre las temáticas abordadas, a fin de completar nuestras perspectivas sobre esto que denominamos, la teoría política aplicada a América Latina.

Fue difícil coordinar el trabajo en grupos, mi compañera quería reunirse y para mí eso era imposible. Creo que si las personas toman un curso a distancia o en línea es precisamente por la imposibilidad de estar juntos en el aula en

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tiempo real. Agradezco mucho que no hayan programado chats interactivos obligatorios, porque la asistencia a los mismos es muy difícil de lograr en el contexto de personas que trabajan y que se encuentran en diferentes países.

Los textos en inglés, de lecturas sugeridas no los he leído porque me faltaba tiempo, pero los he bajado, tener acceso a ellos es un gran aporte del curso.

Las medias becas ayudan bastante porque me sería muy difícil pagar los costos totales de este tipo de cursos, si pueden mantenerse este sistema de medias becas o de algo más, es una gran ayuda.

Me gusta que fuese corto, los muy largos se vuelven muy improductivos y se pierde el interés central.

Me parece que la cantidad de materiales a acceder es muy amplia con relación al tiempo que normalmente tenemos disponible. Tal vez se podrían asignar menos materiales por semana y extender la duración del curso.

- On methodology

No cumplió con mis expectativas, no es el primer curso que realizó en línea, sin embargo la metodología de desarrollo del mismo y la evaluación me parecieron inadecuadas.

La retroalimentación sobre el mismo fue muy escasa lo que hizo que se perdiera el interés en el mismo.

Falta un poco más de coordinación sobre la participación obligatoria de las personas, manejo de algunos términos, etc. Me hubiera gustado una mayor interacción entre los participantes

Me habría gustado una mayor discusión entre los participantes. Soy autocrítico en ello.

La modalidad del curso, solamente con base a una bibliografía y tareas con base a las mismas (tipo self-study) no es la forma mas optima de aprendizaje. Debiera complementarse con chats en línea, presentaciones power-point del participante sobre el tema, algo armado especialmente para el curso. Discusiones en vivo, para intercambio en tiempo real

Tratándose de un curso virtual, necesariamente siento que faltó más interacción en las dinámicas de reflexión y diálogo constante entre estudiantes y entre estudiantes y profesores.

El ritmo del curso, sobre todo al fin, lo encontré apurado.

Deberían realizarse un mayor número de ejercicios prácticos; con el propósito de entender mejor las herramientas que permiten la concepción de estrategias comunicacionales.

Me gustó la modalidad virtual, me sentí cómoda en general con este sistema que nunca antes había utilizado. Aunque me sorprendió que en varias oportunidades no hubo el feedback que esperaba por parte del docente a las consultas que se realizaron por parte de los estudiantes, más en un curso virtual donde no hay otra instancia ni vía para evacuarlas.

Creo que los foros permiten compartir experiencias y conocimientos, pero creo que se limita mucho al solo interactuar con un grupo reducido, y se avanzaría o aprovecharía más si se trabajara con todos los participantes para enriquecer más el curso

Ha sido muy bueno, la programación del material para los foros han sido muy bien dosificados y me gustó mucho el resumen que hacían los profesores al concluir cada foro, sistematizaban los aspectos reflexionados por los participantes. Me hubiese gustado tener aportes conceptuales de los docentes y la oportunidad de participar de foros en vivo, encuentros virtuales donde podamos participar todos al mismo tiempo. Por lo menos al principio y al final del curso.

Haber estado en línea permanentemente tanto Paulo como Amelia dando las respuestas e enriqueciendo con materiales (Paulo) el corpus bibliográfico y dando sus opiniones e inquietudes científicas sociales, han comprometido mucho más a mi persona a participar, dar respuestas y realizar los informes solicitados, como así también participar del foro en forma mucho más activa, una muy buena prédica con el ejemplo.

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El enfoque del docente también ayudó mucho a compartir de manera pro-activa. Es muy importante al hablar de política sentirse cerca al que anima el debate. La mediación de Paulo nos indujo ir más allá de los prejuicios sin desconocer el derecho de cada quien a tener opiniones y posiciones personales.

El desempeño temático y orientación metodológica del docente fueron muy buenos. Se nota que conoce del tema y que está actualizado. El único punto que me gustaría mencionar es que el docente estuvo un poco ausente en las últimas semanas.

Excelente información, metodología constructivista que dio buenos resultados porque nos permitió construir conocimientos y compartirlos con otros pares y con los docentes.

Me gusto mucho el curso, su orientación y los resúmenes de lo más resaltante que hacían los maestros a cerca de los foros.

El seguimiento del profesor ha sido constante, aportando nuevas lecturas según la necesidad de cada alumno. Eso lo valoro mucho.

Me parecieron siempre muy puntuales y capacitadas las intervenciones del Profesor Kremlling.

Resaltar el trabajo excelente y riguroso de la docente Itzela Sosa. Muy interesante y útil, me gustó mucho el desempeño de Itzela, nos motivó bastante durante el curso.

El hecho de poder interactuar con la catedrática y con los compañeros que verdaderamente se interesan, brinda una retroalimentación que permite aprender más aun.

El curso ha sido muy didáctico y comprensible, guiado a cabalidad por los docentes que además de ser transmisores de conocimientos, nos brindaron algo más importante y es el sentido humano.

- On utility

Fue un curso que permitió mejorar algunos conocimientos y que me serán de mucha utilidad no solo en el campo en el que estoy trabajando.

El curso me ha servido bastante para comprender mejor los temas en torno a la energía y desarrollo y leer los comentarios que se hacen desde diferentes lugares. Me pareció muy enriquecedor.

Aprendí mucho, recibí información relevante para el análisis y la ubicación de las corrientes de pensamiento desde lo neoliberal hasta lo crítico y sus vertientes pero estoy muy contenta con las capacidades adquiridas y la información compartida.

Considero que el enfoque que le dio la profesora, teoría junto a reflexiones de la experiencia práctica fue lo mejor. Aprendí mucho en la visión y en la práctica de la abogacía en defensa por los derechos de las personas viviendo con VIH y SIDA

Toda la bibliografía que nos fue suministrada fue muy buena.

La información proporcionada ha sido de mucha utilidad.

He encontrado muy actuales e interesantes los argumentos propuestos en las varias unidades.

Me gustó mucho, aprendí temas que siempre los escuchaba pero no tenía los fundamentos ni teoría necesaria para comprenderlos a cabal.

Muy bueno, es una reflexión de actualidad y mi visión se ha ampliado sobre los gobiernos de izquierda

Muy enriquecedor, con muchos elementos para comprender y analizar los discursos e interpretar las posiciones.

Annex 3

El material me ha gustado mucho, sobre todo porque es material actual, con suficientes bases conceptuales e investigaciones. Creo que ha sido suficiente.

En general ha sido un muy buen curso, la temática tratada muy pertinente sobre todo para la actual coyuntura nacional.

En primer lugar me gustaría felicitar a CEBEM por haber realizado el curso sobre derechos sexuales y reproductivos. Opino que el curso ha ampliado un tema muy pertinente y poco manejado. Realmente siento que he aprendido mucho. Hice un curso al año pasado sobre la participación política de las mujeres indígenas y he encontrado que este curso aporta mucho más en cuanto a nivel teórico y herramientas analíticas (por ejemplo lo de la interseccionalidad). Además, el curso aborda el tema de manera muy amplia, empujando la mirada hacia todas formas de discriminación y coacción social. Personalmente me interesa mucho seguir profundizando mi conocimiento en este tema. Por lo tanto si alguien tiene un listado de instituciones, universidades o grupos de investigación, o entidades que trabajen en el tema en Bolivia será muy útil para que yo pueda acercarme a ellos para ver donde me involucro.

El curso me brindó muy buena bibliografía, que es lo que preciso, me brindó la posibilidad de interactuar e intercambiar ideas con otros estudiantes y me dio la oportunidad de escribir un nuevo proyecto sobre el tema de remesas que está en negociación.

El curso ha sido enriquecedor completamente sobre todo en nuevas perspectivas compartidas con compañeros de diferentes países y me han permitido tener una perspectiva diferente de la que se vive en mi país. Considero que ello sumado a los videos, y bibliografía han despertado nuevas inquietudes.

Muy interesante, con materiales muy actualizados y pertinentes, tanto en textos como en material audiovisual. Como ocurre con todo curso interesante que finaliza, siento que se han planteado muchos aspectos interesantes que quedan pendientes y me gustaría continuar.

En cuanto al contenido era otra cosa que esperaba. Me sorprendió bastante y pude ampliar mi horizonte; aunque el curso cuestiona bastantes cosas que yo suelo vivir. Era mi primer curso en línea. Lo que estudié sola sí me sirvió bastante para ampliar mis conocimientos.

Creo que se hubiera podido profundizar más ciertos análisis socioeconómicos para comprender no solamente las oportunidades relacionadas a las alternativas actuales de bancarización, sino también para reflexionar sobre ciertos aspectos de las políticas públicas de los diferentes estados involucrados en el proceso migratorio (países de origen y de nueva residencia de los migrantes) para comprender de forma más completa cuáles son los factores políticos más implicados en este discurso.

Creo que el principal mérito de este curso es lo de haber abierto perspectivas de discusión pertinentes sobre este tema.

El curso me pareció muy completo, interesante y cubriendo todos los puntos relevantes al tema de las remesas. Me pareció muy interesante por las temáticas abordadas, las lecturas sugeridas y los videos.

El curso me pareció interesante por cuanto me permitió compartir con otras personas lo que piensan y ver también algunas opiniones discrepantes entre los participantes, pero además he fortalecido mis conocimientos básicos y estoy en condiciones de mejorar en mi desenvolvimiento personal respecto a este tema.

Estupendo, me ha impresionado la cantidad de bibliografía que nos llega y a la cual no tendríamos acceso en otras circunstancias. La temática abordada conjuntamente con la estructuración del curso en sí mismo, me parece de lo más práctico, innovador y sobre todo, la ayuda que tenemos. Con seguridad que seguiré en la línea de mi formación y tomaré otros cursos de mi interés.

Considero que el curso fue muy fructífero y motivador, ya que se constituyó en un espacio muy interesante e importante de alimentación y retroalimentación tanto a nivel conocimientos como afectivos, necesarios para ser aplicados en el terreno personal y organizacional.

3.

Opinions and recommendations by professors

CONCLUSIONS AND RECOMMENDATIONS by Christian Kremlling

1. Overall assessment o my experience. Though I have some considerable teaching experience, this was the first time I was teaching an online course, and so there is obviously a learning curve on my part. I started out not knowing much of what to expect, but overall I really enjoyed being exposed to many different perspectives and interests. Overall my teaching experience was very positive.
2. Things I really enjoyed from teaching the course. The heterogeneity of the group was one very positive aspect of the course. There were people of different academic backgrounds, interests and maturity levels, which made my interaction with the participants very enlightening for me. Also, the fact that students were actually based in different locations, spread out through Latin America gave different perspectives and contexts to the online discussions in the forums that were organized. Lastly, the challenge of teaching through another medium, meaning the online platform, was a very rewarding discovery for me.
3. Essential support, without which I couldn't do it. Obviously, the logistical support provided by CEBEM and Mario Torres, in Canada, was essential aspect that made the delivery of the course possible. Also, the close collaboration provided by CEBEM's course coordinator, Amelia Garret was paramount. I would like to mention this, because she was very pro-active and knowledgeable with respect to the teaching environment, in addition to providing the necessary logistical support in the online learning platform and interacting with the course participants. Overall, her expertise helped me better structure the course, and was critical throughout the teaching.
4. Things to improve for teaching in the future. In terms of teaching methods, I would try to include other activities and forms of communication with participants. The course was based on required readings, forum discussions and a final individual written project. I would like to include in the future some form of real-time forum and/or most likely one-on-one video sessions with each participant. Possibly, I would make this interaction mandatory at least a couple of times throughout the course (as I think it would be beneficial to all participants).
5. Also, I should acknowledge the time limitation of participants throughout the course, and include a more limited, yet effective, list of activities. While I did streamline the readings of the course to some extent, compared to what was originally planned, I think this could have been made even further.
6. Finally, there are the language aspects. While I believe that I was effective in providing new knowledge to participants, language was a major barrier in this process. Many of the participants were not fluent enough in reading English as I had expected, which was one aspect that caught me by surprise while we were circulating the call for the course. Therefore, I had to adapt my course readings in haste as to attract participants. For the future, I would work more on the Spanish reading bibliography, in order to provide a more comprehensive picture of the ideas I want to convey. On the other hand, maybe some people might have been disappointed from the fact that I was not fluent in Spanish (in terms of writing). This made the communications process of translating documents and emails cumbersome. I would feel more comfortable to make this clear at the registration process, so that participants are clearly aware of my language limitations.

CONCLUSIONS AND RECOMMENDATIONS by Itzela Soza

1. En general son más bien reflexiones en torno a la carga de trabajo. Creo que para cursos próximos reduciría significativamente la carga de trabajo poniendo máximo una tarea por semana y reduciendo a la mitad las lecturas obligatorias.
2. El gran reto es pensar en estrategias que permitan a los participantes interactuar entre ellos de manera más fluida y constante (y no sólo con el docente). Es uno de los grandes retos del trabajo en línea pero también quizás una de sus grandes ventajas. Tal vez la solución sería generar equipos de discusión y reducir lecturas y tareas. No lo sé.

Annex 3

3. Como ex estudiante de algunos cursos en línea mi propia experiencia me dice que los chats funcionan poco. La experiencia con los foros fue buena pero la interacción de los participantes entre ellos mínima.
4. Otro reto es darles tiempo para digerir y discutir la información.

CONCLUSIONS AND RECOMMENDATIONS by Alan Simmons and Pedro Marcelino

1. The bibliographic review for the course was extensive. We wanted to make sure that we had covered the field and had read the most recent studies and action proposals concerning migration, remittances and development. The number of studies in this field continues to expand. However, it seems that we are currently a hiatus. The insights and action proposals that emerged between 2002/03 and around 2008/09 are currently being tested in a number of pilot projects for which results will not be available until 2011 or later. The current course summarizes the knowledge up to 2008/09 and could be offered again in its current form for the next year or two. Subsequently, new information will become available and the course should be revised.
2. We were pleased with the level of interest. Twenty-one participants initially registered. Of these sixteen completed all requirements. Feedback from those participants who have responded to the course evaluation questionnaire is very positive.
3. Our expectations for the time and level of contributions of the participants took into account the fact that most were involved in full time work or study while doing the course. Nevertheless, we did expect that all would contribute to on-line discussions at least once a week throughout the course. Many contributed more than once per week. The quality was variable, with some participants contributing at a very high (graduate student) level and others contributing at a lower level and more passively (a few participants seemed to be contributing on occasion or even frequently without having actually read the study materials). We are however satisfied that everyone learned from the exchanges.
4. Final papers were also quite variable. Roughly half of the papers were of a high quality, which is to say they contained at least some original observations and insights relevant to advancing knowledge in the field. A few final papers were of marginal quality: in four cases we asked the authors to revise (clarify and/or add material) to their final papers in order meet minimum course requirements.
5. We plan to write the authors of the best papers and propose revisions that would lead to further improvements before posting them (with their permission) to a location where other researchers and practitioners are likely to find them.
6. The course was run by Internet from CERLAC in Toronto with continuous support from CEBEM. The support from CEBEM was excellent. All participants were effectively linked in. Communications from the professors to the participants were revised (for clarity) by CEBEM before going out. Immediate technical problems raised by participants were addressed immediately by CEBEM. We are indebted to Amelia Garrett in particular for her outstanding work throughout.
7. In sum, we view the course as a positive experience. If we were to offer it again we would make the instructions for on-line discussions and for the final papers even clearer than they were in this first offering. We would also likely revise the discussion questions and modify the final assignment question so that the new offering would be different from the first offering.

ANNEX 3

TOPICS PROPOSED FOR FUTURE COURSES

On Gender, Leadership & Interculturality:

- Feminismo: utopia o realidad.
-

On Migration:

- Incidencia de políticas públicas en el fenómeno de la migración.
- Multiculturalismo y educación intercultural
- Género, mujeres, desarrollo local, gobernanza y medio ambiente
- TICs aplicadas al desarrollo productivo.
- Políticas Públicas para el nivel local / regional
- Feminización de la migración,
- Maternidad transnacional.

On Energy and Development:

- Economía ecológica.
- Agro-ecología y agricultura tropical.
- Aplicación de energías renovables: funcionamiento, costos y aplicaciones
- Experiencias de políticas públicas en energía alternativa renovable.
- Manejo integrado de plagas.
- Evaluación del impacto ambiental.
- Eficiencia energética.
- Medio ambiente, desarrollo sostenible, energías.

On Social Vulnerability and Reproductive Health:

- Género y pensamiento feminista, nuevos paradigmas epistemológicos
- Racismo, clase social y sexualidad
- Ética pública, transparencia y anticorrupción
- Des-patriarcalización, descolonización, indicadores de salud sexual y reproductiva
- Funcionamiento y modelos de gobierno

On climate change:

- Mitigación, organización, gestión y proyectos para revertir impactos del cambio climático
- Seguridad alimentaria, tecnologías de adaptación y mitigación del cambio climático
- Gestión de recursos hídricos
- Formulación de proyectos bajo la metodología de cambio climático

On environmental health:

- Gestión del Riesgo
- Educación ambiental

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- Valoración económica de recursos y servicios ambientales
- Medio ambiente, ecología, salud, y geografía

On ecological economics:

- Ecología del paisaje
- Gestión de áreas protegidas
- Gestión Ambiental de actividades hidrocarburíferas, mineras y camineras
- Evaluación de impactos y vulnerabilidades con respecto al cambio climático
- Pago por servicios ambientales

On communication strategies:

- Metodologías comunicativas y gerencia de proyectos
- Marketing social, incidencia política y comunicación para emergencias
- Comunicación corporativa
- Formulación de planes de medios de comunicación y marketing.
- Comunicación y metodologías de enseñanza para adultos en zonas rurales.

On intercultural communication:

- Diseño de estrategias de comunicación intercultural.
- La importancia de las relaciones humanas desde un enfoque intercultural.
- Gestión de recursos humanos.
- Cursos de comunicación para el desarrollo.
- Género en el ámbito laboral.

ANNEX 4

PROFILE OF SUBSCRIBERS

PAIS DE RESIDENCIA	
Argentina	
Bolivia	
Chile	
Colombia	
Costa Rica	
Cuba	
Ecuador	
El Salvador	
España	
Guatemala	
Honduras	
México	
Nicaragua	
Panamá	
Paraguay	
Perú	
Puerto Rico	
República Dominicana	
Uruguay	
Venezuela	
TOTAL	

A.
B. GRADO
ACADEMICO

No tiene / no aplica	
Asociado, Diploma, Certificate, Associate	
Bachiller, Bachillerato, Bachelor, BHS	
Medico, MB, BS	
Dentista, DDS, BDent	
Enfermero, BS, BSN	
Veterinario, BVSc	
Farmacéutico, BSPS	
Maestría, Master	
Licenciado, Licenciatura, Licentiate	
Especialista, Specialist degree	
Ingeniero, Engineer	
Doctor, PhD	
Otro	
TOTAL	

OCUPACIÓN PRINCIPAL

Miembro del poder ejecutivo / cuerpo legislativo nacional o regional	
Director / Gerente de organismo publico	

Annex 3

Alcalde / jefe de pequeña población	
Dirigente de organización de empleadores / trabajadores / profesionales	
Director / Gerente de organismo no-publico	
Profesional de planta	
Profesor universitario	
Investigador de centro / instituto universitario	
Gerente / Administrador de proyecto de desarrollo	
Técnico de planta	
Oficinista	
Trabajador de los servicios / vendedor	
Agricultor, ganadero, pesquero	
Oficial, operario, artesano	
Estudiante universitario de pre-grado	
Estudiante universitario de post-grado	
Otro	
TOTAL	

TIPO DE INSTITUCIÓN	
ONG(lucrativa)	
ONG(no-lucrativa)	
Organización de base comunitaria	
Fundación	
Programa de enseñanza universitario	
Centro de investigación	
Gobierno central / empresa publica nacional	
Gobierno o empresa publica local / regional	
Empresa productiva (sector privado)	
Empresa de servicios (sector privado)	
Auto-empleado	
Otro	
TOTAL	

Annex 3

ACTIVIDAD DE LA ONG	
Cultura y la recreación	
Educación	
Investigación científica	
Desarrollo de tecnología	
Servicios de salud	
Bienestar infantil	
Desarrollo de la mujer	
Juventud y bienestar juvenil	
Servicios familiares	
Desastres / prevención de emergencias y control	
Ayuda social	
Medio Ambiente	
Desarrollo y vivienda	
Comunidad y organizaciones vecinales	
Desarrollo económico	
Desarrollo social.	
Empleo y orientación profesional	
Derechos humanos y civiles	
Asociación étnica	
Servicios jurídicos	
Prevención del delito y rehabilitación.	
Protección al consumidor	
Organización política	
Filantropía privada/ empresarial	
Voluntariado	
Intercambios internacionales	
Congregación / grupo religioso	
Asociación empresarial	
Asociación profesional	
Sindicato	
Otro	
TOTAL	

DISCIPLINA PROFESIONAL		
Administración	Geología	
Administración de negocios	Ingeniería	
Antropología	Historia	
Aeronáutica	Humanidades	
Agronomía	Lenguaje y Lingüística	
Artes visuales	Literatura	
Arqueología	Matemáticas	
Arquitectura, Diseño y Artes	Medicina	

Annex 3

Biología	Medio ambiente	
Bioquímica	Mecánica	
Botánica	Nutrición	
Bibliotecología	Oceanografía	
Comunicación	Odontología	
Ciencias de la computación	Periodismo	
Ciencias de la informática	Pesca	
Ciencias políticas	Psicología	
Contabilidad	Recursos humanos	
Demografía	Religión	
Desarrollo regional	Relaciones internacionales	
Derecho	Silvicultura	
Ecología	Sociología	
Enfermería	Tecnología	
Economía	Trabajo social	
Educación	Transporte	
Estadística	Turismo	
Etnología	Urbanismo	
Farmacia	Veterinaria	
Física	Zoología	
Geografía	Zootecnia	
	Otra	
TOTAL		